

**VOCATIONAL STRESS IN RELATION TO
SOCIO-ECONOMIC STATUS AND
BELONGINGNESS TO WEAKER SECTIONS OF SOCIETY**

NCERT, ERIC, NEW DELHI RESEARCH PROJECT

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: P R E F A C E :

The conduction of this study has been strongly and mainly influenced by the purpose of helping the government to review its reservation policy in jobs for weaker sections of society in view of the emerging discotant from different other sections of society. It seems a high time to know the appropriateness, reasonability, and rationality of continuing the policy. A very common grudge among those who suffer due to this policy is that the government is favouring the backward caste, scheduled caste, and scheduled tribe people blindly keeping all under one umbrella. A certain section of this so called weaker section of society is not in need of upliftment at all because that is already uplifted so much so that it even gets a greater section of the so called nonweaker section of society lag behind. Under such circumstances, when one portion of weaker section has bulged like anything and the other portion of the same section is still punched and when one portion of nonweaker section of society is deprived of those benefits which should have been its and as a result are subdued, a question automatically comes in mind that should not the reservations be based on socio-economic status of people because it is particularly the socio-economic status of weaker sections which has to be raised. Then, why are these reservations in jobs for those weaker section people who are socially as well as economically quite well off and why not are there reservation for those nonweaker section people who are

socially as well as economically quite down trodden ? Keeping this question in mind, the present research project was undertaken. An attempt was made to arrive at a plausible suggestion for the government based on scientific inquiry so that education premises may not become venues of students frustration, conflict, and anxiety due to dim future job prospects. One point which should be highlighted here is that the inquiry has been made by studying the psychological construct of vocational stress only to penetrate the problem deeply by knowing the psychological state of mind of students related to this problem.

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CHAPTER I

INTRODUCTION

PROLEGOMENON

The continuous and continuing provision of training personnel of various specialisms and at various levels is the most concrete socio-economic change function that the university and its departments- of natural, social and human sciences, fine and performing arts, engineering, agricultural sciences, and medical sciences- are performing. The theoretical basis of this change function is the manpower model which regards universities as a vast system of vocational training and as a means of creating, expanding and updating people's skills (Adiseshiah, 1985, p.11). The administrators and the planners have to face two main problems- development of higher education and employment of educated youth- and thus save the devaluation of educated persons. So far development of higher education is concerned, it has been quite satisfactory as the data speak- the enrolment in higher education increased from 2.6 million in 1961 to 3.5 million in 1971 and to 5.9 million in 1981. The percentage growth in higher education has been 35.2 percent in 1961-71 and 69.1 percent in 1971-81 as against 68.7 and 29.2 percent growth rate of secondary education (Agrawal, 1985, p.65). The real problem, therefore, is not in the expansion of higher education or with the products of higher education but with its unplanned expansion- the type of expansion which has not matched with the type of manpower demand and the country's level of absorption

of technology and management (Agrawal, 1985, p.67). This has given rise to unemployment not only among the graduates but also among other levels of students (Table 1.1 and Table 1.2).

Table 1.1
Unemployment Among Educated Persons In India

(Figures in 000's)

Year	Matriculate	Under-graduate	Graduate	Post-graduate	Total
1953	125 (76.68)	17 (10.42)	21 (12.88)		163
1954	145 (76.72)	22 (11.64)	22 (11.64)		189
1955	164 (75.93)	26 (12.03)	26 (12.03)		216
1957	237 (76.09)	31 (12.70)	27 (11.07)		244
1958	283 (72.53)	45 (12.33)	37 (10.14)		365
1959	344 (79.45)	49 (11.32)	40 (9.23)		433
1960	400 (78.75)	61 (12.00)	47 (9.25)		508
1961	463 (78.48)	71 (12.03)	56 (9.49)		590
1962	353 (78.10)	91 (12.85)	64 (9.05)		708
1963	560 (75.78)	111 (15.01)	68 (9.20)		739
1964	585 (72.67)	148 (18.39)	72 (8.94)		805
1965	580 (68.88)	176 (20.90)	86 (10.22)		842
1966	619 (67.50)	204 (22.25)	94 (10.25)		917
1967	714 (65.58)	252 (23.18)	121 (11.14)		1087
1968	810 (61.88)	324 (24.75)	157 (11.99)	18 (1.38)	1309
1969	910 (59.59)	401 (26.26)	190 (12.44)	26 (1.70)	1527
1970	1101 (60.46)	443 (24.33)	245 (13.45)	32 (1.76)	1821
1971	1296 (56.50)	605 (26.37)	354 (15.43)	39 (1.70)	2294
1972	1485 (56.83)	664 (25.41)	421 (16.11)	43 (1.65)	2613

(contd....3)

Table 1.1 contd.

Year	Matriculate	Under-graduate	Graduate	Post-graduate	Total
1974	2278 (54.58)	1086 (26.01)	746 (17.87)	64 (1.53)	4174
1975	2641 (56.14)	1228 (26.10)	772 (16.41)	63 (1.33)	4704
1976	2820 (55.24)	1255 (24.58)	926 (18.14)	94 (1.84)	5105
1977	3082 (53.75)	1472 (25.68)	1074 (18.73)	105 (1.83)	5733
1978	3262 (53.94)	1533 (25.68)	1124 (18.59)	108 (1.70)	6047

Note : Parentheses have percentages.

Source: Fact Book on Manpower, IAMR, New Delhi, 1963.

Employment Review (Different years) DGE & T, New Delhi.

Table 1.2

Unemployment Among Graduates (Faculty wise)

(Percentage to the Total)

Year	Arts	Sci.	Com.	Engg.	Med.	Edu.	Agric.	Others
1968-69	51.65	26.23	14.05	6.46	0.70	*	@	0.93
1969-70	49.70	28.47	13.55	6.49	1.13	*	@	0.78
1970-71	40.06	28.31	14.67	5.45	1.08	7.16	2.18	1.04
1971-72	41.52	28.65	14.62	4.39	0.91	7.39	1.78	0.73
1974-75	42.76	28.46	15.30	2.14	0.99	7.95	0.86	1.48
1975-76	44.02	27.74	14.90	1.88	0.87	8.62	0.87	1.07
1976-77	44.54	25.84	15.07	1.94	0.88	9.42	0.93	1.34
1977-78	45.94	23.66	15.71	1.74	0.90	9.87	0.87	1.28

* Included in arts

@ Included in science

Source: Employment Reviews of various years from 1968-69 to 1977-78.

The plight of educated youths is that under utter frustration and pressure of needs, some seek labourer's job keeping aside, rather forgetting, their degrees. Table 1.3 shows the number of higher educated labour force in India.

Table 1.3

Total Labour Force and Higher Educated Labour Force in India

(Figures in Millions)

	Total Labour Force		Graduates Above Labour Force		Percentage of Graduate Labour Force to Total Labour Force	
	1973	1978	1973	1978	1973	1978
<u>Rural</u>						
Male	128.14	142.51	0.64	1.42	0.49	0.99
Female	70.61	81.92	0.04	0.13	0.05	0.15
Total	198.75	224.43	0.68	1.55	0.34	0.69
<u>Urban</u>						
Male	33.38	40.79	2.13	3.53	6.38	8.65
Female	7.81	11.80	0.32	0.68	0.40	0.57
Total	41.19	52.59	2.45	4.21	5.94	8.00
<u>All India</u>						
Male	161.52	183.30	2.77	4.95	1.71	2.70
Female	78.42	93.72	0.36	0.81	0.46	0.86
Total	239.94	277.02	3.13	5.76	1.30	2.07

Source : NSS 27th and 32nd round estimates adjusted for population.

In fact, as reported by National Merit Examination Consultative Meeting (1982), the relationship between education and the employment market had considerably weakened over the

years. Due to the relatively slow growth of the economy, the absorption of educated persons in the employment market has been of a considerable lower order as compared to the expectation of planners. This has led to educated unemployment and has thrown the entire process of matching skills with jobs out of gear. The act of giving a job consists of a placement of manpower in an activity of an enterprise whereby the manpower unit converts unfinished materials into products, thus aiding the enterprise or organization in aiding to actual or national value (Mathur, 1985, p.77). But, in India, this state is not materializing and, as a result, the public expenditure per pupil (as shown in Table 1.4) is not yielding what it should and what it can.

Table 1.4
Public Expenditure Per Pupil in India
(Rs. Per Annum)

	Primary	Middle	Secondary	Univ.& Inst. of H.E.	Colleges General	Colleges Professional
<u>At Current Prices</u>						
1950-51	19.9	37.1	72.9	1905.6	231.2	779.2
1960-61	27.6	40.5	91.7	2524.2	302.4	813.4
1970-71	57.0	84.9	168.4	4141.2	421.6	1176.0
1975-76	95.9	144.2	257.7	5993.6	572.5	1539.9
<u>At Constant Prices (1970-71)</u>						
1950-51	41.9	78.1	153.5	4011.7	486.7	1640.4
1960-61	50.1	73.5	166.4	4581.1	548.8	1476.2
1970-71	57.0	84.9	168.4	4141.2	421.6	1179.0
1975-76	55.2	83.3	148.9	3664.5	330.9	890.1

Besides, it is filling our educated youths with a feeling of discontentment and our students with frustration due to future uncertainty about employment opportunities (Narain, 1985, p.200). Chitnis (1985, p.213) rightly observes, ".... disaffection for, and alienation from academic work in higher education in our country is to recognize openly that, alongside the academic purpose, our universities also fulfil the awkwardly unacademic but nevertheless socially valuable, function of containing unemployment in the country." This total state of affairs has compelled our students to look at reservation policies and practices with regard to reservation as applied to scheduled castes, scheduled tribes, and backward castes with repugnance. As a result, there had been anti-reservation agitations from time to time, e.g., in Madhya Pradesh, Gujrat, and Tamil Nadu. The fury was such as exclaimed by Rakesh (1985, p.4), in case of Gujrat, that the accident of Gujrat was so forceful that even after its passing away there was fear in people's hearts. This all may break the infrastructure of education as well as society, if not directly, indirectly. Under such circumstances one is compelled to ask a question, "Why are there reservations for scheduled castes, scheduled tribes, and backward castes ?"

A PREDICAMENT OF RESERVATIONS

As per the government orders, the reservations in education and employment are for the upliftment of weaker sections of society, viz., scheduled caste, scheduled tribe, and backward caste people, so that they may be of same status as other

nonweaker sections of society people are. There have been reactions in this regard which can be divided as protagonistic and antagonistic. The antagonists argue that enforcement of job reservations is socially costly and most likely to result in declining standards of efficiency and most unefficient use of resources, necessary for any development effort. The protagonists say that the job reservation generates incentives for the haves and haves nots convergence in the distribution of acquired skills (Rajaiah, 1982). Matter of fact, inspite of reservations,

- (i) The percentage of scheduled caste, scheduled tribe, and backward caste enrolment to total enrolment is quite insignificant over the years. Due to relatively slow growth of the economy, the absorption of educated persons in the employment market has been of a considerable lower order as compared to the expectation of planners. This has led to educated unemployment and has thrown the entire process of matching skills with jobs out of focus. The act of giving a job consists of a placement of manpower in an activity of an enterprise.
- (ii) The coverage of the reserved seats/posts is not full.

A good glimpse of it is evident from the data (as were available) presented in Table 1.5 and 1.6. Table 1.7 also confirms it in case of scheduled castes only from 1964-65 to 1977-78.

Table 1.5

State-wise Enrolment of the Scheduled Castes and Scheduled Tribe Student in Higher Education (Graduate & Postgraduate only) during 1977-78.

S.N.	Name of the State/Union territory	Total	SC	% to total	CE	ST	% to total	CE
1.	Andhra Pradesh	134990	9552	7.1	0.53	925	0.7	0.14
2.	Assam	47493	2193	4.6	0.80	3606	7.6	0.53
3.	Bihar	112344	3863	3.4	0.23	3226	2.9	0.33
4.	Gujrat	174382	101408	5.8	0.83	6563	3.8	0.27
5.	Haryana	57210	2651	4.6	0.24	117	0.2	(a)
6.	Himachal Pradesh	10405	393	3.8	0.16	280	2.7	0.66
7.	Jammu & Kashmir	17896	335	1.9	0.23	5	0.0	(a)
8.	Karnataka	157196	9072	5.8	0.40	972	0.6	0.04
9.	Kerala	89797	3611	4.0	0.43	427	0.5	0.48
10.	Madhya Pradesh	185128	10902	5.9	0.43	2277	1.2	0.05
11.	Maharashtra	328469	31576	9.6	1.53	6583	2.0	0.26
12.	Meghalaya/Nagaland	6082	145	2.4	9.60	3301	54.3	0.65
13.	Orissa	41575	1434	3.5	0.23	1263	3.0	0.13
14.	Punjab	100405	8440	8.4	0.35	125	0.1	0.77
15.	Rajasthan	117524	5654	4.8	0.29	3543	3.0	0.13
16.	Tamilnadu	159569	11652	7.3	0.41	878	0.6	0.56
17.	Uttar Pradesh	391386	42342	10.8	0.50	752	0.2	0.18
18.	West Bangal	270040	29058	10.8	0.54	3139	1.2	0.18
19.	Delhi	87059	4233	4.9	0.31	503	0.6	(a)
All India		2488950	187254	7.5	0.50	38485	1.6	0.21

(a) Has no SC/ST population or negligible population.

Note : Source is "Facilities to SC and ST in Universities and Colleges" by U.G.C.

Table : 1.6

Reservation for admission to undergraduate courses and actual coverage of scheduled castes/scheduled tribes students and their population : 1977-78.

S.No.	Name of the state	Total No of Unives.	Percentage Reservation	Actual Coverage	SC/ST Population	C.E.	Remark
<u>allowed</u>							
1.	Andhra Pradesh	9	18	7.08	18.47	0.38	Hyderabad Et CIEFL have No undergraduate courses.
2.	Assam	3	20	12.32	20.03	0.62	Assam Agriculture has 24% reservation 7% for SC, 10% for ST & 7% for ST in North Cachar and Mikir Hills Districts of Assam.
3.	Bihar	9	20	6.74	23.63	0.29	Bhagalpur, Megad L.N. Mitla, Patana, Ranchi & Rajindra Agriculture have 3%, 15%, 5%, 15%, 30% & 25% Respectively K.S. Darbhanga sanskriti has no reservation except B.A.M.S. where it is 30%
4.	Gujarat	8	20	9.87	20.65	0.47	South Gujarat has no reservation.

5. Haryana	3	20	4.73	18.88	0.25	
6. Himachal Pradesh	1	20	6.95	27.42	0.25	
7. Jammu & Kashmir	2	08	1.98	8.25	0.24	J & K has no ST population
8. Karnataka	5	18	6.48	15.48	0.42	II SC has 20% reservation.
9. Kerala	4	20	4.31	10.40	0.41	Kerala Agriculture has 10% reservation.
10. Madhya Pradesh	10	33	7.04	37.36	0.19	J.N.K Viswavidyalaya has 10% reservation Indira Kala Sangeet R.S & Vikram no reserve.
11. Maharashtra	11	20	11.38	13.82	0.84	SNDT Women's has no reservation and TISS has no undergraduate courses
12. Meghalaya	1	40	58.86	83.47	0.71	
13. Orissa	4	20	6.58	38.19	0.17	Information for Vtkal Univer. is not available.
14. Punjab	4	25	8.83	24.38	0.36	Punjab University has 20% reservation.
15. Rajasthan	4	20	7.55	28.52	0.26	Rajasthan & Birla Institute of Tech.& Science have no reser.

16. Tamilnadu	5	18	7.90	18.86	0.42	Gandhi gram rural Institute has 20% reservation
17. Uttar Pradesh	20	20	10.95	21.83	0.50	Aligarh Muslim, Allahabad Kashi Vidyapith, Lucknow, N.D.University for Agra & Tech., and Gurukul Kangri have no reservation information of Sampurnanand Sanskrit University, is not available.
18. West Bengal	8	20	12.19	26.48	0.46	Gorakhpur has 16%, Meerut has 18% except for B.Ed. where it is 20% & C S A University of Agr & Tech has 18% reservation
19. Delhi	4	20	5.54	15.63	0.35	Burdwan has no reservation Calcutta & Kakatiya have 10% each. Ravindra Bharati has 5% in Agricylture & 14% in veterinary & Animal Husbandry.
All India	115	20	2.01	22.54	0.40	J.N.U. & I.A.R. I have no Undergraduate courses.

Note: Source as in Table 1.5

Table 1.7

Percentage of Scheduled Castes Enrolment to Total Enrolment.

Year	General Education	Professional Education
1964-65	5.5	4.3
1966-67	5.6	4.4
1967-68	5.5	4.9
1968-69	5.7	5.1
1969-70	5.8	5.1
1970-71	6.1	5.5
1971-72	6.6	5.8
1972-73	7.1	5.5
1974-75	7.8	5.7
1975-76	7.9	6.0
1976-77	7.3	6.5
1977-78	7.7	7.0

Source : Raza, et al. (1985, p. 121)

Some view that reservations should continue for scheduled castes and scheduled tribes but not for backward caste. But so far backward castes are concerned, their representation is also negligible, as shown in Table 1.8, in first class services.

Table 1.8

Representation in First Class Services of Backward Caste People.

Deptt./Ministry	First Class Officers	Officers of Backward Caste
1) President Secretariat	48	0
2) Vice-President Secretariat	7	0
3) Atomic Energy Secretariat	34	0
4) Communication	52	0
5) Health & Social	240	0
6) Parliamentary Work Deptt.	18	0
7) Petroleum Chemical	121	0
8) Prime Minister Office	35	1
9) Agriculture & Irrigation	261	13
10) Defence	1379	9
11) Education & Social Welfare	259	4
12) Electronics	92	2
13) Energy	649	20
14) Foreign	649	1
15) Finance	1000	1
16) Home	409	13
17) Industry	169	3
18) Information	2506	124
19) Law	143	5
20) Planning	1262	62

Source : Raviwar, 11th May 1985, 8(34), 28-32.

Therefore, it seems that reservations for scheduled caste, scheduled tribe, and backward caste must continue to -

- (i) save the weaker sections of society from exploitation,
- (ii) ensure the rights of equality,
- (iii) eradicate disparity,
- (iv) give full opportunities to weaker sections for allround development, and
- (v) help government to utilize wholly the human potential and man-power resources.

For these reasons, there have been voices from scheduled caste, scheduled,tribe and backward caste for even more reservation in education and employment and for more stipend, hostel, guidance and counselling facilities (Showeb, 1986).

The tables from 1.5 to 1.7 clearly indicate that only some portions of scheduled castes, scheduled tribes and backward castes are enjoying the fruits of reservations. Due to many reasons, those belonging to low socio-economic status of these categories are not availing these facilities, One of the reasons of harijan, tribal, and backward caste youths becoming militant like Black Panther movement in Central and South India is this only. The research study of Showeb (1986) also reveals that improper and half utilization of constitutional safeguards and welfare schemes has made scheduled tribe students very critical. Therefore, some argue that the reservations should be on the basis of socio-economic status of scheduled caste, scheduled tribe, and backward caste persons (Bajpaie, Hindustan, 1st July

1985, p.1). After the incident of Gujarat in 1985, Rane Commission also recommended reservations on the basis of economic standards of these people. Superficially this idea seems plausible. Whether it is alright for implementation can not be said with authority due to dearth of factual data. Hence, nothing can be said definitely about reservations in education and jobs on the basis of socio-economic status of scheduled caste, scheduled tribe, and backward caste persons. This horizon needs to be explored.

STATEMENT OF THE PROBLEM

Education in part is organized to produce worker traits. In fact, parents invest on child mainly for the sake of future pecuniary return in the form of his/her job earnings. The child becomes aware of this and realizes the importance of it during the socializing process. As a result, vocational needs and aspirations may flourish in him/her. There are some conspicuous points regarding the vocational needs and aspirations of students which are,

- 1) Students observe the hand of the upper-class power in securing access to labour market opportunities.
- 2) They realize that for good and affluent (in many senses) posts, exclusive education is needed. But every child is not in a position to get the benefits of that education.
- 3) Students come to know that some nonprofessional attributes too are essential along with the professional ones to get a job.

- 4) Sometimes, parents/guardians enthrust their own aspirations into the child and do not care for his/her own cherished vocational aspirations.
- 5) At times, circumstances, e.g., failure, lack of resources, want of time, less vocational knowledge mar the sprouting of the vocational aspirations of students into reality.

These situations alongwith many others, thought or unthought may create a field of stressors for students, so far their vocational needs and aspirations are concerned. As a consequence some stressors can become a source of stress for students because schooling, vocational status, and earning levels are highly related with each other. This type of stress can be termed as vocational stress.

The Government of India has reserved 30% seats for backward caste, scheduled caste, and scheduled tribe for their upliftment. A general speculation and casual informal talks with students of these categories, teachers, administrators, and employees have revealed that this reservation quota is generally enjoyed by those who belong to high socio-economic status. Those who are of low socio-economic status among these categories get thwarted experience in the job market. Table 1.9 shows that a sizable number of registered scheduled caste, scheduled tribe, and backward caste applicants do not get employment (The data is of Almora district from where the sample of the study was drawn).

This state of affairs might be giving much vocational stress to backward caste, scheduled caste, and scheduled tribe students of low socio-economic status.

Table 1.9
Frequency of Registration and Appointment in Almora District.

	1984-85				1985-86			
	SC	ST	BC	Others	SC	ST	BC	Others
Registration	209	1342	57	6006	263	1491	70	6780
Appointment	18	95	9	372	16	96	14	320

Source : Employment Office, Almora, U.P.

But so far the comparison of students of weaker sections and nonweaker sections is concerned, it may be postulated that it will be students belonging to the former category who suffer from more vocational stress because they belong to a society which lacks in many aspects.

Therefore it seems that,

- a) Reservations for weaker sections of society should continue but
- b) In reservations preference should be given to those backward caste, scheduled caste, and scheduled tribe students who belong to low socio-economic status to other backward caste, scheduled caste, and scheduled tribe students.

So, the problem can be stated as,

"Vocational stress in relation to socio-economic status and belongingness to weaker sections of society."

And, the questions it raises are,

1. Is vocational stress related to socio-economic status and belongingness to society ?

2. Are backward caste, scheduled caste, and scheduled tribe students who belong to low socio-economic status suffer from more vocational stress than those backward caste, scheduled caste, and scheduled tribe students who belong to high socio-economic status ?
3. Are students who belong to weaker sections of society suffer from more vocational stress than those who belong to non-weaker sections of society ?

HYPOTHESES

In the absence of to the point research findings, the following main null hypotheses were formulated :-

1. There is no independent and interactive affect of socio-economic status and belongingness to weaker sections of society on vocational stress of students.
2. There is no independent and interactive affect of socio-economic status and belongingness to weaker-nonweaker sections of society on vocational stress of students.

(The weaker sections comprise backward caste, scheduled caste, and scheduled tribe students and nonweaker sections comprise nonbackward caste, nonscheduled caste and nonscheduled tribe students).

The above hypotheses were tested for the dimensions of vocational stress and socio-economic status also for class-wise, sex-wise, and academic achievement-wise samples.

Here the first hypothesis was meant to seek answer to second question and second hypothesis is meant to answer third question raised in the problem. The first question of the problem can be answered by testing both the hypotheses.

DEFINITION

VOCATIONAL STRESS¹

As the child grows and goes through the different levels of educational hierarchy, she/he comes to know that future puts a demand before them of grabbing some job for livelihood. This demand may become taxing depending upon,

- (i) How does the student perceive the situation ?
- (ii) What are his/her resources of coping ?
- (iii) How much is the student motivated for getting a particular type of job.

If this demand becomes taxing, it will become stressful and be called stress. This type of stress can be called "vocational stress" as the demand is related to vocation and be defined in the following manner :-

"Vocational stress is a demand related to vocational needs and aspirations of students that taxes or exceeds the available resources (internal and external) as cognitively appraised by the student involved."

This vocational stress might be having the four components of stress as vocational frustration which is a state caused by

¹Its an abstract from Bisht (1983).

harm to some vocational goals, for instance, the student wants to offer art stream to become a teacher but parents force him/her to offer science stream for becoming a doctor; vocational conflict when two or more equal but incompatible response tendencies to some vocational goals exist, e.g., student cannot choose between biology group and mathematics group because he/she thinks that to become a doctor is as good as to become an engineer; vocational pressure which is characterized by a heavy demand of time and energy to meet some vocational goals, e.g., to pass the approaching school examinations and to prepare for pre-medical test also, and vocational anxiety which is apprehension of harm to some vocational goals, for instance, student's worry for not getting financial support from parents for undergoing some professional education.

Operationally, vocational stress is the sum of the total scores on items reflecting perceptions of students about their vocational frustration, vocational conflict, vocational pressure, and vocational anxiety.

OBJECTIVES

The study purports to obtain the following objectives.

- (i) To know if socio-economic status is related to students' vocational stress alongwith its components, viz., vocational frustration, vocational conflict, vocational pressure, and vocational anxiety.
- (ii) To know if socio-economic status is related to students'

vocational stress alongwith its components by class, sex, and academic achievement too.

- (iii) To know if there is any relation between belongingness to weaker sections of society and students' vocational stress alongwith its components.
- (iv) To know if a relation between belongingness to weaker sections of society and students' vocational stress along with its components exist by class, sex, and academic achievement also.
- (v) To know the relation between belongingness to nonweaker sections of society and students' vocational stress alongwith its components.
- (vi) To know the relation between belongingness to nonweaker sections of society and students' vocational stress by class, sex, and academic achievement too.
- (vii) To know the interactive effect of socio-economic status and belongingness to weaker sections of society on students' vocational stress alongwith its components.
- (viii) To know the interactive effect of socio-economic status and belongingness to weaker sections of society on students' vocational stress alongwith its components by class, sex, and academic achievement.
- (ix) To know the interactive effect of socio-economic status and belongingness to weaker-nonweaker sections of society on students' vocational stress alongwith its components.
- (x) To know the interactive effect of socio-economic status and belongingness to weaker-nonweaker sections of society on

students' vocational stress alongwith its components by class, sex, and academic achievement also.

All these objectives lead to generalize about -

- (i) Whether vocational stress of weaker sections of society students is higher than nonweaker sections of society students.
- (ii) Whether there is any relation of vocational stress of weaker and nonweaker sections of society students with their socio-economic status.

So that it can be concluded -

"If reservations in jobs for weaker sections of society students be made on the basis of their socio-economic status."

ASSUMPTION

One fundamental assumption of the study is -

Less future vocation grabbing chances ——— Higher vocational stress in students

Much future vocation grabbing chances ——— Low vocational stress in students

LIMITATIONS

- 1) The study takes into account the reservations in jobs policy only.
- 2) It has studied students of only two constituent colleges of Kumaun University of Uttar Pradesh.

- 3) It has taken only final year students of undergraduate and postgraduate classes with exception of B.Ed. class as a sample.
 - 4) It tries to generalize on the basis of only vocational stress felt by students.
-

C H A P T E R I I

RELATED LITERATURE

This investigation aims at knowing the independent and interactive effect of socio-economic status (SES) and belongingness to weaker sections of society (BWSS) on vocational stress (VS) of students, the underlying objective being to know if reservation for weaker sections of society must continue. In fact, there is no such study which directly investigates the problem but there are some studies which study some related aspects. These studies are reviewed in following paragraphs.

VOCATIONAL STRESS :

Vocational stress, job stress, occupational stress, role stress and work stress are the terms which have been used in literature for those taxing demands which pertain to some or the other type of working situation leading to job or vocation and which taxes the available ^{resources} of the person concerned. Generally the job stress or occupational stress of those persons who are at work who work in an organization have been studied and the area of vocational stress which is felt by an aspirant of a job is drastically neglected by the researchers to the extent that not a single study could be traced. Under such circumstances a look into the researches on job stress or occupational stress or role stress can help in knowing the concept of vocational stress. The work of Veninga (1981) explains how work is related to stress

leading to occupational stress. The first thing about occupational stress is to know its structure and in this field a good work has been done by Nix and Bates (1962). They adopted a structural approach of occupational role stress. Cooper and Payne (1980) gave a detailed account of various developments and dimensions of occupational stress in an effective manner. The occupational stress implications of working with two different actuation/safety devices have been studied through case study method by Salvendy, et al. (1983). Results showed no significant difference in the stress measures examined. The study of Woolley (1983) concentrated on occupational stress among community college administrators. The primary focus of investigation was the degree and direction of influence that type A behaviour and the quality of interpersonal relationships at work had on perceived sources and intensities of stress, psychological and physiological responses of stress and types and frequencies of utilization of coping techniques. Frankenhaeuser, et al. (1978) showed that type A persons feel more stress if deprived of work indicating that highly motivated persons are more prone to vocational stress. Allen (1980) found relationship between occupational stress and perceived organizational effectiveness for organizational groups with a threshold value for stress considered. The findings of Khan (1983) show that uncertainty concerning the possibility of employment is more among the youths having high tension than among the low tension group. It means that an already stressed person has much more proclivity towards having vocational stress in comparison to the one who is

less stressed. The finding also expresses the view that the students of today lack a definite purpose and direction in their lives. A feeling of uncertainty about the future on the part of the students may be responsible for building up considerable amount of tension in them. The study of Singh and Mishra (1983) attempts to find out the influence of certain personality and attitudinal variables on job involvement of first-level supervisors. Occupational Stress Index developed by Srivastava and Singh, Ego-Strength Scale developed by G. Hasan, and Job Involvement Scale developed by Kapoor and Singh have been used. By analysis of variance, it was observed that job involvement scores are not significantly related to occupational stress and ego strength has significant negative relationship. Job stress is a widely used term by researchers working on stress in organizations. Pines, et al. (1980) studied job stress by comparing it among different cultures and presented a crosscultural perspective of job stress. Shinn (1982) has given a good account of various patterns of job stress. Chemers, et al. (1985) applied the contingency model of leadership in a field study of job stress to investigate whether the match between leadership orientation and situation control is closely related to stress. Fifty one university administrators completed a series of questionnaires that assessed their leadership style degree of situational control within their work setting perceived job stress, physical health and psychological well being. Analysis of variance showed that subjects whose leadership style and situational control were "in match" reported significantly less job stress, fewer health problems, and fewer days missed

from work than administrators who were "out of match." Infact, the results support the p(erson environment fit model of job stress and demonstrate the utility of the contingency model of leadership. Abysah and Burkhead (1984) studied job stress in middle working women and observed relationship among personality type, job characteristics, and job tension. Results supported a person-environment fit approach to the prevention and remediation of job stress. Among 1052 men followed up since birth and living through out in Britain, Cherry (1984) found that self reports of nervous strain at work related to features of the job to earlier indications of prior susceptibility to anxiety and to a more frequent report of stomach pain, headache, and sleep problems. The report of these symptoms, however, related to the indicators of susceptibility to anxiety rather than to the stressful factors of the job. The investigation of Lappin (1971) regarding job related anxiety (anxiety is one of the four components of stress) revealed findings confirming past findings that the Orthopedically disabled have personalities that typically fall within the normal pattern of adjustment. The study indicates that these persons regain an adequate self concept. Job stress is termed as role stress by some researchers, Like Butler (1972) studied professional students role stress .Gobb (1973) discussed role responsibility as a concept. Occupational stress or job stress has been studied professions wise also. Mackfouth (1952) reported some studies on human stress on marine and naval professions. Levinson (1975) discusses at length the executive stress. Farber (1982) has edited some articles pertaining to stress in human service professions. The extent to which the various interventions influenced

life style behaviour, health, attitude, and perceived stress in faculty and administrators were examined by Horowitz (1984). Marshall and Cary (1979) examined the pressures which is a component of stress of executives psychologically some researchers tried to dig the area of sources of stress in occupations and jobs. Cooper and Marshall (1976) explain the various occupation sources of stress. Pines and Kanner (1982) attempted at knowing if lack of positive conditions and presence of negative conditions are two independent sources of stress. Wahlund and Nerell (1977) explain some factors of stress in the working environment of white collared workers. Schuetz (1980) traced the sources of perceived stress experienced by principals. Joseph (1985) identified significant sources of stress for college administrators, their significant psychological responses to stress, and the major coping techniques they utilized. He found that both the intensity of perceived stress and the intensity of psychological responses to stress were significantly influenced by both type A behaviour and the quality of interpersonal relationship at work and that the later has almost twice as much influence. Coping with stress related to job and occupations have been investigated by few researchers. Carrington, et al. (1980) found use of meditation as relaxation technique of job stress in working population. Shinn, et al. (1981) gives some coping with job stress processes. Newman and Beehr (1979) spell out some strategies for coping with job stress effectively. Welch, et al. (1982) show ways of avoiding burnout in jobs and how to enjoy job. Khan (1978) has discussed how to prevent and cure job burnout. There are some studies which indicate the effect of occupational or job

stress, the effect being ^s dysfunctional mainly. Austin and Jackson (1977) presented a review, a comprehensive one, on occupational mental health and the human services. Beehr and Newman (1978) analysed job stress, employee health, and organizational effectiveness and presented a model and literature review too. Bishop (1980) presented the personal and business costs of job burnout. Caplan, et al. (1975) studied the effect of job demands (if taxing then leading to stress) and worker health. Chernias (1980a ; 1980b) explains how professional burnout works in services. The effect of job stress or occupational stress on the job or occupational effectiveness has also been studied. Naismith (1975) found stress among managers as a function of organizational Change (1974) and Denny (1978) related organizational stress which leads to occupational stress with organizational effectiveness and arrived at the conclusion that high occupational stress was related to lower performance in

Agrawal (1984) found relationship between principals' stress-proneness (indicative of occupational stress) and their administrative effectiveness. The correlation between stress proneness and administrative effectiveness of principals is - 1740 which is not significant. The stress proneness was seen in the contexts of teacher-based, student-based, community-based, and high -authority based stress. But so far stress proneness in the contexts of ministerial staff and management is concerned, the relationship was significant. It means, for principals, the main sources of occupational stress are ministerial staff and management. Jamal (1984) examined the relationship between job stress and employee's performance and withdrawal behaviour. Data were more supportive of the negative linear relationship

between stress and performance than for a positive linear or curvilinear relationship. However, the stress or role ambiguity did exhibit a monotonic nonlinear relationship with a number of criterion variables. The effect of occupational stress was investigated on job involvement of first line industrial supervisors by Mishra (1987). Jackson and Maslach (1982a ; 1982b) studied some families for knowing the after effects of job related stress. Effect of job stress or occupational stress has also been found on health, physical and mental both, by some researchers, e.g., Rahe, et al. (1972) have used some occupational characteristics as predictors of illness, the result of occupational stress; Singh (1972) found occupational stress's effect on electrocardiogram. Paine (1982) has edited some articles which show how job stress leads to burnout. The continuing development of tools for understanding job stress and burnout including useful models of its symptoms and processes have been highlighted alongwith underlying causes of job stress - their relationship to important social trends and their increasing economic and legal costs. Farber (1982) discusses how stress leads to burnout in human service professions. Lazaro and Shinn (1981) has related job performance with burnout. MacNeil (1981) has shown the relation between occupational stress and burnout. Patrick (1979) and Maslach and Jackson (1982) has studied burnout in health profession and it has been studied by McConnell (1982) in the nursing profession. Infact, job burnout has been discussed at length by Weingerger (1980). One component of vocational stress which is pressure has been studied by few. Buck (1972) found negative relationship between pressure of the work

(in terms of responsibility, time, and performance) and the mental health of the worker. Researches of Caplan, et al. (1975) and House (1974) concentrated on occupational stressor and pressures - responsibilities and insufficient resources, too much work and too little time, concerns about better performance. These have been found to be associated with the poor health of workers, French (1973) tried to study role fitness, the opposite of which is role stress. Jones (1980) developed a Staff. Burnout Scale for health professionals which, in fact, measured the effect of job stressor of professionals, an attempt towards measurement. Thus, the available literature on job or occupational or role or vocational stress shed light on the concept, its spread, sources, coping methods, effect, and measurement. But this literature is not sufficient to clear the whole concept of vocational stress as all the dimensions of it have not been dealt with on a broader perspective.

VOCATIONAL STRESS AND SOCIO-ECONOMIC STATUS

The effect of socio-economic status on vocational stress has not been studied directly. But there are research findings which indicate either relation or effect of society in some way or the other that can support the relation between socio-economic status and vocational stress. Revicki and May (1985) developed a model of occupational stress, social support, locus of control, and depression among family physicians. The hypothesized model was evaluated using structural equation models. Results indicate that occupational stress exerted directly by the family, social and emotional support and indirectly by the influence of locus of control on family social

support. Support from peers was not significantly related to depression. Findings suggest that individuals with a strong sense of personal control also possesses beneficial support systems in the presence of stressful situations. Jayaratne and Chess (1984) used a national sample of five hundred fifty three social workers to examine the relationship between work stress, strain, and emotional support which is, in fact, given by society people. Subjects completed a questionnaire measuring their assessments of their work situations. Results indicate negative associations between support and perceived stress and strain. No evidence was found for the effect of emotional support. Pinneau (1976) explored and analysed effects of social support on occupational stress and strain. He has commented on two functions of coping problem-solving and regulation of emotional distress (Palliation). Bheehr (1976) studied perceived situational moderators, which are of course in society, in reference to the relationship between subjective role ambiguity and role strain. Dressel (1980) discusses sociocultural and sociopolitical perspectives of professional burnout. Social support in the perspectives of professional burnout has been dealt with by LaRocco, et al.(1980) There are some researchers which purported to know the relation of social conditions with stress, not particularly with vocational or role or occupational or job or work stress. But the conclusions drawn by these researches do help in knowing if society and its various related aspects which are often termed as socio-economic status are effective on stress and thereby to conclude that those aspects may also be effecting vocational stress which is one of the type of stress. So, with this view, some such researches are mentioned here, Dohrenwend (1961) and Dohrenwend and Dohrenwend(1969)

developed paradigms after translating Selye's views on stress physiology into social and psychological terms applicable in social environment. These have four elements, viz., (i) antecedent stressor, an agent that produces stress, (ii) antecedent mediating factors that increase or decrease the impact of stress, (iii) the adaptation syndrome that indicates an intervening state of stress, and (iv) consequent adaptive or maladaptive responses. This can very well explain how stressors rooted in socio-economic milieu can influence the mental health aspect of a student regarding vocational stress. McGrath (1979) has compiled some articles which highlight social and psychological factors in stress. In Levi's (1971) work, society's role in stress has been explained through some renowned authors writings. Levine and Scotch (1970) also discuss the nature and functioning of social stress. Rahe, et al. (1964) report how social stress lead to illness. Levine and Scotch (1970) have compiled some articles discussing different aspects of social situations that turn into social stress. Society also plays its significant role in stress during natural and man-made disasters (Lutcherhand, 1971). An attempt has been made by psychologists to broaden the scope of stress by connecting relevant neurophysiological and social-cultural issues. Appley and Trumbull (1976), e.g., traced the history of stress definitions. McGrath (1970) extended their work by classifying the field into four broad areas, viz., (i) response based definitions of stress, (ii) situation based definitions of stress, (iii) stress as an organism-environment transaction, and (iv) the engineering analogy, a transactional definition. He has taken social and psychological factors in stress for proper consideration. Dohrenwend (1973) indicated how social status leads to

stressful life events. Glass and Singer (1972) report experiments on social stressors. The relationship among social functioning life events and psychological distress have been shown by Justice, et al. (1977). Mechanic (1962) developed a paradigm which became well known in social psychology of adaptation. He gave the terms of 'reversibility' for the power of the individual to master a harmproducing condition. Later he (1970) became doubtful about it when studying on the scope of the social psychology of adaptation in stress. In another study, he emphasised the abilities and supportive relationship that intervene between occurrence of life events and initiation of illness (1974). Sanua (1960) studied socio-cultural factors in response to stressful life situations. Asbenasy, et al. (1977) investigated the effect of social class and ethnic group members on judgements of the magnitude of stressful life events. McGrath (1970) edited some articles discussing and showing the effect of social factors on stress. Dehrendorf (1961) discusses the social psychological nature of stress and presents a framework for causal enquiry. Myers, et. al. (1974) studied the relation of social class with stress measured by life events. Kamen (1971) case studied to show the relation between social integration and stress. Glass and Singer (1972) also gave the term of social stressors and showed the relevance of society in instigating stress in human beings. Shurka, et al. (1975) pointed out that disability on stress situations is possibly modified to a certain extent by public or social perception. Levi (1971) compiled articles pertaining to society and stress. Syme and Berkman (1976) found socio economic status as responsible for some diseases by inducing stress. By Carlesten and Levi (1971) psycho- and pharma-

ecologico- socially-determined changes in biological function have been linked with other work showing associations between such changes and high risk for a variety of disease conditions on the one hand and associations between such social determinants and disease conditions on the other hand (presence of disease is indicative of stress). Thus, the various studies just cited fairly gave a direction towards socio-economic status's relationship with stress and stress pertaining to job or occupation or vocational or work. This may be because social background is related to the occupational aspirations, as found by Uplonkar (1982) on college students when he compared scheduled caste and nonscheduled caste students. This may be because social factors are related to vocational development, as found by Roy (1981).

VOCATIONAL STRESS AND BELONGINGNESS TO SECTIONS OF SOCIETY :

About the relation between belongingness to weaker/non weaker sections of society with vocational stress, Schachter(1959) can be cited. He emphasised affiliation as key factor in personality formation and Schachter, et al. (1965) indicated about personality correlates of physiological reactivity to stress. It may be concluded from these that belongingness to weaker and nonweaker sections of society is a type of affiliation and this affiliation syndrome can lead to relaxed or stressful personality.

RESERVATION FOR WEAKER SECTIONS OF SOCIETY :

So far the underlying motive of the investigation is concerned which is whether reservation in employment for scheduled caste , scheduled tribe, and backward caste continue, few studies can be

quoted. Showeb (1986) studied social change (socio-economic mobility) on a single caste group of Harijans, i.e., Chamars of Uttar Pradesh who are numerically the most preponderant and specially the most wide spread. A comparative framework was adopted. The study concluded that the traditionally employed chamars were unable to bring about any change in their occupational lives because of their poverty and ignorance. The educated employed Chamars with the help of reservation and other state benefits had definitely raised their socio-economic status but they were alienated and cut-off from the large section of their community. Singer (1975) found that a very small number of Chamars derives its income from the traditional occupation. While a majority is engaged in agricultural labour and urban labour, they have not been benefited by constitutional safeguards for upliftment in employment. Some other studies such as Eyles (1974), Opler and Singh (1952), Crooke (1968), (1974) also shed light on such a plight of scheduled caste people. Thus, these studies show the state of affairs regarding social change, etc. among weaker sections of society and in a way emphasise the importance of reservations in employment.

C H A P T E R III

DESIGN OF THE STUDY

PLAN

Plan of the study covers sample, sampling procedure treatment of variables, and controlling devices, They are described in the following lines.

SAMPLE AND SAMPLING PROCEDURE :

For drawing the sample, Kumaun University with its two constituent colleges was selected as a purposive sample of colleges. It was decided to draw an equal number sample from these two constituent colleges, viz., Almora constituent college and Nainital constituent College (the proposed sample is shown in Table 3.1).

Table 3.1
The Proposed Sample

Class	Nonweaker Section				Weaker Section				
	ACC	NCC	Total	BC	ACC			Total	NCC
					SC	ST	BC		
B.Ed.	60	-	60	20	20	20	-	60	-
L.L.B.	60	-	60	20	20	20	-	60	-
M.A.	30	30	60	10	10	10	10	30	10
M.Sc.	30	30	60	10	10	10	10	30	10
M.Com.	30	30	60	10	10	10	10	30	10
B.Sc.	30	30	60	10	10	10	10	30	10
B.A.	30	30	60	10	10	10	10	30	10
B.Com.	30	30	60	10	10	10	10	30	10
Total	300	180	480	100	100	100	60	300	60

A survey of the admitted students (session 1985-86) was done and it was found the number of weaker sections of society students (i.e., B C, S C, and S T) was far less than it was expected to be. It was thought improper to draw the sample for weaker sections from the next coming session, i.e., 1987-88, in order to have proper proportion of weaker and nonweaker students because it would have posed the danger of noncontrol over academic sessions. Therefore, it was decided to take the whole existing population of weaker and nonweaker sections of society students of the final years of under graduate and post graduate classes including B.Ed. class also. But unfortunately out of the available population some were absent, some did not cooperate, and some were unable to respond to the questionnaire adequately. Therefore, the available cooperating sample was taken. Thus, it was an incidental sample of total 672 students. Table 3.2 gives the description of the sample class wise and weaker and nonweaker sections of society wise.

TREATMENT OF VARIABLES :

Socio-economic status and belongingness to sections of society (weaker and nonweaker) were conceptualized as independent variables and vocational stress was taken as dependent variable.

CONTROLLING DEVICE :

Some authentic classifying variables are sex, class, and achievement. Constructs vary by these variables. Therefore, they had to be controlled. For this purpose, these variables were made variables of the study by studying the relations by male and female sex, by different classes, i.e., B.A., B.Sc., B.Com., M.A., M.Sc., M.Com.

TABLE 3.2
COLLECTED SAMPLE

	B.Ed.	LLB	M.A.	M.Sc.	M.Com.	B.A.	B.Sc.	B.Com.	Total	COLLEGE
NWS(M)	30	35	09	19	22	14	25	30	184	ACC
(F)	30	01	26	09	00	16	05	00	87	
NWS(M)	-	-	16	37	15	04	22	26	120	NCC
(F)	-	-	45	10	00	21	16	00	92	
Total(M)	30	35	25	56	37	18	47	56	304	
(F)	30	01	71	19	00	37	21	00	179	
WS (M)BC	17	08	04	02	02	07	02	04	46	ACC
(F)	03	00	01	02	00	03	02	00	11	
WS (M)SC	10	10	10	04	07	05	03	02	51	ACC
(F)	10	00	02	02	00	05	02	00	21	
WS (M)ST	02	02	01	00	01	03	02	04	15	ACC
(F)	03	00	01	00	00	03	00	00	07	
Total(M)	29	20	15	06	10	15	07	10	112	
(F)	16	00	04	04	00	11	04	00	39	
WS(M)BC	-	-	01	00	01	01	00	00	03	NCC
(F)	-	-	02	00	00	01	01	00	04	
WS(M)SC	-	-	10	01	03	01	01	00	16	NCC
(F)	-	-	05	02	00	01	01	00	09	
WS(M)ST	-	-	00	00	00	00	00	00	00	NCC
(F)	-	-	00	00	00	05	01	00	06	
Total(M)	-	-	11	01	04	02	01	00	19	
(F)	-	-	07	02	00	07	03	00	19	
Total(M)	59	55	51	63	51	35	55	66	435	ACC +
(F)	46	01	82	25	00	55	28	00	237	NCC
GT(M+F)	105	56	133	88	51	90	83	66	672	ACC + NCC

NWS: Nonweaker Section; WS: Weaker Section; M: Male; F: Female;
ACC: Almora Constituent College; NCC: Nainital Constituent College.

L.L.B., and B.Ed. and high and low academic achievement.

STRUCTURE

Structure means operations of variables. This study is involved with three main variables, viz., vocational stress, socio-economic status, and weaker -nonweaker sections of society. So far the operationalization of the third variable is concerned, it was done by asking the students their caste. Those students who were of backward caste, scheduled caste, and scheduled tribe were termed as belonging to weaker sections and all others were termed as belonging to nonweaker sections. The former two variables were operationalized by measuring them through standardized scales. The description of these scales is as follows :

SCALE OF VOCATIONAL STRESS :

This scale is one of the thirteen stress scales of "Bisht Battery of Stress Scales" (Bisht, 1987).¹ It is a five point two continua scale. It measures vocational stress by measuring the four components of vocational stress, viz., vocational frustration, vocational conflict, vocational pressure, and vocational anxiety. It has sufficient reliability coefficient measured for dependability (test-retest method with short time interval), stability (test-retest method with long time interval), and internal consistency (split-half method). It has discriminability construct validity. The variable to know discriminability was memory. Percentile norms has also been ascertained.

1. In Appendix A.

SOCIO-ECONOMIC STATUS SCALE :

Socio- economic status scale by Uniyal and Bisht (1980)¹ was used because it was observed that socio-economic indices of Kumaun region are quite different from those of plains and this scale was developed after surveying the prevalent Kumauni indices and analysing them - rationally and statistically. The six indices were - caste, guardian's education, occupation, income, social prestige and possession. The test retest reliability coefficient with time interval of 20 days was .90 (N=200) and with time interval of 35 days was .81 (N=200).

The variable of academic achievement was measured by last examination marks. These marks were changed into percentage scores.

STRATEGY

DATA GATHERING :

The data was gathered from two constituent colleges of Kumaun University from December 1985 to April 1986. The scales of socio-economic status and vocational stress were given together to get filled by sample students. Information about belongingness to weaker- nonweaker sections of society, sex, academic achievement, last examination marks, and class was recorded on a separate sheet. The data was collected by creating consimilar classroom situations. Most of the sample students were cooperative and enthusiastic to respond the scales.

1. In Appendix B.

ANALYSIS :

The data were analysed by two-way classification ANOVA by calculating sum of squares, mean squares, F, level of significance to know the independent as well as interactive effect of independent variables on the dependent variable. To test first hypothesis, a 2 X 3 design was employed with high socio-economic status (HSES) and low socio-economic status (LSES) as two factors of socio-economic status variable and backward caste, scheduled caste, and scheduled tribe as three factors of weaker sections of society variable. The second hypothesis was tested by 2 X 2 design with HSES and LSES as two factors of socio-economic status and weaker sections of society and nonweaker sections of society as two factors of belongingness to sections of society factors. For getting at orthogonality, i.e., equal number in cells some students were eliminated randomly from each cell of 2X3 and 2 X 2 designs as suggested by Dayton (1970)

For dichotomizing socio-economic status, median of the total socio-economic status scores were taken as the cut-off point.

Sex (male, female), academic achievement (high, low), and class (B.A., B.Sc., B.Com., M.A., M.Sc., B.Ed., and L.L.B.) wise analyses were also performed. For dichotomizing academic achievement variable as high and low, median of total last examination marks changed into percentages was calculated.

The results alongwith interpretation are put in the next chapter.

CHAPTER IV

RESULTS AND THEIR INTERPRETATION

Before analysing the data statistically, statistical assumption of normal distribution was tested. It was found that all possible distributions class - and belongingness to weaker and nonweaker sections of society-wise were either normal or almost normal.¹ The results explained if there was independent and interactive effect of socio-economic status (SES) and belongingness to weaker sections of society (BWSS) on vocational stress (VS) of students and if there was independent and interactive effect of SES and belongingness to weaker and nonweaker sections of society (BWNSS) on VS. They are presented alongwith interpretation in the following lines.

INDEPENDENT AND INTERACTIVE EFFECTS OF SES AND BWSS ON VS.

To know independent and interactive effects of SES (high and low) and BWSS (backward caste (BC), scheduled caste (SC), and scheduled tribe (ST)) on VS, the results were obtained by a 2x3 analysis of variance and are presented in the following tables. VS was studied for its components too which were vocational frustration (VF), vocational conflict (VC), vocational pressure (VP), and Vocational anxiety (VA), Sex (male, female) and academic achievement (high academic achiever and low academic achiever) wise analyses were also done. (Class wise analyses could not be performed as the

1. See Table 1 through Table 26 of Appendix C for mean, median, SD,

Q, P₁₀, P₉₀, SK, and Ku variables (their dimensions also) wise of all possible distributions of the data.

number of weaker sections of society students in the cells of 2 x 3 design were so small and thereby very difficult to deal with statistically.¹

TOTAL SAMPLE STUDY :

Table 4.1

Summary of Analysis of Variance for VS (Total Sample)

Source of variance	df	SS	MS	F	Sig.
SES	1	1980.17	1980.17	0.6335	NS
BWSS	2	6378.48	3189.24	1.0203	NS
Interaction	2	17443.00	8721.50	2.7902	NS
Within Groups	48	150032.67	3125.68		

It may be observed from Table 4.1 that none of the F ratios was significant. It can be said that vocational stress of students is independent of SES, BWSS, and their interacting influence respectively.

1. See Tables showing number of weaker sections of society students in 2 x 3 design cells class wise in Appendix D.

Table 4.2

Summary of Analysis of variance for VF (Total Sample)

Source of Variance	df	SS	MS	F	Sig
SES	1	704.16	704.16	1.5191	NS
BWSS	2	1290.03	645.01	1.3915	NS
Interaction	2	1930.34	965.17	2.0822	NS
Within Groups	48	22249.12	463.52		

It may be seen from Table 4.2 that all the F-ratios (main effects and interaction) were insignificant. This indicates that VF is independent of SES, BWSS, and their interacting influence.

Table 4.3

Summary of Analysis of variance for VC (Total Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	240.67	240.67	2.9804	NS
BWSS	2	277.34	138.67	1.7172	NS
Interaction	2	195.10	97.55	1.2080	NS
Within Groups	48	3876.23	80.75		

Table 4.3 reveals that no F - ratio was significant. So, it means that VC too is not affected by SES and BWSS either independently or interactively.

Table 4.4

Summary of Analysis of Variance for VP (Total Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	0.17	0.17	0.0004	NS
BWSS	2	506.70	253.35	0.6934	NS
Interaction	2	2353.00	1176.50	3.2194	.05
Within Groups	48	17541.56	365.44		

The results of Table 4.4 indicate, that though SES and BWSS did not affect VP, they did affect interactively as the F -ratio was significant at .05 level.

Table 4.5

Summary of Analysis of Variance for VA (Total Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	0.30	0.30	0.0013	NS
BWSS	2	131.37	65.6853	0.2853	NS
Interaction	2	1408.92	704.46	3.0603	.05
Within Groups	48	11049.12	230.19		

It is evident from Table 4.5 that SES and BWSS were not effective on VA independently but when they interacted, they effected VA as the F -ratio is significant at .05 level.

SEX - WISE STUDY :

Observations of sex-wise results put in Tables 4.6 through 4.15 reveal that no F-ratio (main effects as well as interactions) was significant in any case. This indicate that VS and its all components, viz., VF, VC, VP, and VA are independent of SES and BWSS together with their interacting influence in male as well as female students.

Table 4.6

Summary of Analysis of Variance for VS (Male Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	2262.04	2262.04	0.5575	NS
BWSS	2	2756.58	1378.29	0.3397	NS
Interaction	2	2328.09	1164.04	0.2869	NS
Within Groups	18	73025.25	4056.95		

Table 4.7

Summary of Analysis of Variance for VF (Male Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	155.04	155.04	0.3059	NS
BWSS	2	1022.33	511.16	1.0088	NS
Interaction	2	74.34	37.17	0.0733	NS
Within Groups	18	9120.25	506.68		

Table 4.8

Summary of Analysis of Variance for VC (Male Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	0.66	0.66	0.0075	NS
BWSS	2	81.25	40.62	0.4660	NS
Interaction	2	91.59	45.79	0.5253	NS
Within Groups	18	1569.00	87.16		

Table 4.9

Summary of Analysis of Variance for VP (Male Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	560.67	560.67	1.2749	NS
BWSS	2	80.34	40.17	0.0913	NS
Interaction	2	382.33	191.16	0.4346	NS
Within Groups	18	7916.00	439.77		

Table 4.10

Summary of Analysis of Variance for VA (Male Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	112.67	112.67	0.4622	NS
BWSS	2	81.09	40.54	0.1663	NS
Interaction	2	305.08	152.54	0.6258	NS
Within Groups	18	4387.00	243.72		

Table 4.11

Summary of Analysis of Variance for VS (Female Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	3725.04	3725.04	1.4653	NS
BWSS	2	10039.58	5019.79	1.9747	NS
Interaction	2	5750.59	2875.29	1.1310	NS
Within Groups	18	45756.75	2542.04		

Table 4.12

Summary of Analysis of Variance for VF (Female Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	486.00	486.00	1.2549	NS
BWSS	2	1075.09	537.54	1.3880	NS
Interaction	2	1869.75	934.87	2.4140	NS
Within Groups	18	6971.00	387.27		

Table 4.13

Summary of Analysis of Variance for VC (Female Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	345.04	345.04	3.4101	NS
BWSS	2	325.00	162.50	1.6060	NS
Interaction	2	10.34	5.17	0.0510	NS
Within Groups	18	1821.25	101.18		

Table 4.14

Summary of Analysis of Variance for VP (Female Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	155.04	155.04	0.4073	NS
BWSS	2	905.33	452.66	1.1892	NS
Interaction	2	805.34	402.67	1.0579	NS
Within Groups	18	6851.25	380.62		

Table 4.15

Summary of Analysis of Variance for VA (Female Sample)

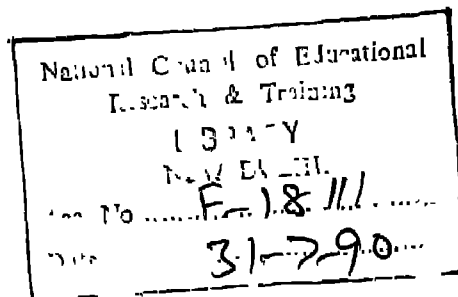
Source of Variance	df	SS	MS	F —	Sig.
SES	1	57.04	57.04	0.4449	NS
BWSS	2	744.25	372.12	2.9026	NS
Interaction	2	176.59	88.29	0.6886	NS
Within Groups	18	2307.75	128.20		

ACADEMIC ACHIEVEMENT - WISE STUDY :

Academic achievement - wise study was performed on high academic achievers (HAA) and low academic achievers (LAA).

All F-ratios as shown in Tables 4.16 through 4.25 were insignificant except a solitary one in case of HAA (Table 4.18). It means that academic achievement wise too VS and its components, viz., VF, VC, VP, and VA are independent of SES and BWSS together with their interactive influence. In case of HAA, it can be said that their VC is affected by SES but when SES interacts with BWSS, it ceases to affect.

Table 4.16



Summary of Analysis of Variance for VS (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	4923.36	4923.36	1.5717	NS
BWSS	2	5280.89	2640.44	0.8429	NS
Interaction	2	420.22	210.11	0.0670	NS
Within Groups	30	93973.84	3132.46		

Table 4.17

Summary of Analysis of Variance for VF (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	312.11	312.11	0.6221	NS
BWSS	2	658.66	329.33	0.6564	NS
Interaction	2	824.23	412.11	0.8214	NS
Within Groups	30	15050.00	501.66		

Table 4.18

Summary of Analysis of Variance for VC (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	393.36	393.36	4.5068	.05
BWSS	2	216.23	108.11	1.2386	NS
Interaction	2	10.89	5.44	0.0623	NS
Within Groups	30	2618.50	87.28		

Table 4.19

Summary of Analysis of Variance for VP (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	225.00	225.00	0.5602	NS
BWSS	2	687.72	343.86	0.8561	NS
Interaction	2	30.00	15.00	0.0373	NS
Within Group	30	12049.34	401.64		

Table 4.20

Summary of Analysis of Variance for VA (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	312.11	312.11	2.7474	NS
BWSS	2	482.05	241.02	2.1216	NS
Intearction	2	100.73	50.36	0.4433	NS
Within Groups	30	3408.00	113.60		

Table 4.21

Summary of Analysis of Variance for VS (LAA Sample)

Source of Variance	df	SS	MS	<u>F</u>	Sig.
SES	1	1760.22	1760.22	0.5127	NS
BWSS	2	369.33	184.66	0.0537	NS
Interaction	2	19736.45	9868.22	2.8748	NS
Within Groups	12	41192	3432.66		

Table 4.22

Summary of Analysis of Variance for VF (LAA Sample)

Source of Variance	df	SS	MS	<u>F</u>	Sig.
SES	1	20.06	20.06	0.0342	NS
BWSS	2	28.78	14.39	0.0245	NS
Interaction	2	2003.44	1001.72	1.7120	NS
Within Groups	12	7021.34	585.11		

Table 4.23

Summary of Analysis of Variance for VC (LAA Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	26.89	26.89	0.3974	NS
BWSS	2	11.12	5.56	0.0821	NS
Interaction	2	199.11	99.55	1.4743	NS
Within Groups	12	812.00	67.66		

Table 4.24

Summary of Analysis of Variance for VP (LAA Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	696.89	696.89	1.7836	NS
BWSS	2	168.78	84.39	0.2159	NS
Interaction	2	1984.11	992.05	2.5390	NS
Within Groups	12	4688.67	390.72		

Table 4.25

Summary of Analysis of Variance of VA (LAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	220.50	220.50	0.9277	NS
BWSS	2	19.00	9.50	0.0399	NS
Interaction	2	1591.00	795.50	3.3472	NS
Within Groups	12	2852.00	237.66		

INDEPENDENT AND INTERACTIVE EFFECTS OF SES AND BWSS ON VS :

The independent and interactive effects of SES and BWSS on VS and its four components were tested by a 2 x 2 analysis of variance design. Sex, academic achievement, and class-wise analyses were also done . Analysis for B.Com. class could not be performed as the number of weaker section of society students in cells was too small for statistical computations. The results have been put in following tables and interpretation is presented thereby.

Table 4.26

Summary of Analysis of Variance for VS (Total Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	5962.32	5962.32	1.8255	NS
BWNSS	1	13024.98	13024.98	3.9880	.05
Interaction	1	107839.08	107839.08	33.0188	.01
Within Groups	196	640134.80	3265.99		

Table 4.26 reveals that VS was independent of SES but was influenced by BWNSS, the influence being significant at .05 level. When SES and BWNSS interact, the influence on VS was much higher as it was significant at .01 level. But When the components of VS were taken for study, the influence came out to be insignificant for both independent and interactive effects. The results are put in the following tables.

Table 4.27

Summary of Analysis of Variance for VF (Total Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	784.08	784.08	1.3710	NS
BWNSS	1	1230.08	1230.08	2.1509	NS
Interaction	1	54.08	54.08	0.0945	NS
Within Groups	196	112088.08	571.87		

Table 4.28

Summary of Analysis of Variance for VC (Total Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	204.02	204.02	1.8190	NS
BWNSS	1	112.50	112.50	1.0030	NS
Interaction	1	121.68	121.68	1.0848	NS
Within Groups	196	21983.80	112.16		

Table 4.29

Summary of Analysis of Variance for V.p (Total Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	518.42	518.42	1.3223	NS
BWNSS	1	1058.00	1058.00	2.6986	NS
Interaction	1	14.58	14.58	0.0371	NS
Within Groups	196	76841.88	392.05		

Table 4.30

Summary of Analysis of Variance for VA (Total Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	156.65	156.65	0.71110	NS
BWNSS	1	820.13	820.13	3.7229	NS
Interaction	1	57.24	57.24	0.2598	NS
Within Groups	196	43176.86	220.29		

SEX - WISE STUDY :

Tables 4.31 through 4.40 present analysis sex wise. Except one, not a single F-ratio was significant. It means that VS and its components were not affected by either SES or BWNSS and by their interaction as well. In case of female sample, SES affected VC significantly at .05 level of significance.

Table 3.31

Summary of Analysis of Variance for VS (Male Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	460.82	460.82	0.1250	NS
BWNSS	1	8960.00	8960.00	2.4323	NS
Interaction	1	1120.12	1120.12	0.3040	NS
Within Groups	136	500988.46	3683.73		

Table 4.32

Summary of Analysis of Variance for VF (Male Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	26.58	26.58	0.0516	NS
BWNSS	1	717.78	717.78	1.3957	NS
Interaction	1	260.58	260.58	0.5066	NS
Within Groups	136	69941.20	514.27		

Table 4.33

Summary of Analysis of Variance for VC (Male Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	0.46	0.46	0.0045	NS
BWNSS	1	211.32	211.32	2.0856	NS
Interaction	1	50.39	50.39	0.4973	NS
Within Groups	136	13780.58	101.32		

Table 4.34

Summary of Analysis of Variance for VP (Male Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	0.35	0.35	0.0008	NS
BWNSS	1	249.77	249.77	0.6396	NS
Interaction	1	42.35	42.35	0.1084	NS
Within Groups	136	53101.78	390.45		

Table 4.35

Summary of Analysis of Variance for VA (Male Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	169.40	169.40	0.8037	NS
BWNSS	1	634.32	634.32	3.0098	NS
Interaction	1	0.71	0.71	0.0033	NS
Within Groups	136	28663.32	210.75		

Table 4.36

Summary of Analysis of Variance for VS (Female Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	5005.07	5005.07	1.2060	NS
BWNSS	1	6040.07	6040.07	1.4554	NS
Interaction	1	26.66	26.66	0.0064	NS
Within Groups	56	232400.54	4150.00		

Table - 4.37

Summary of Analysis of Variance for VF (Female Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	308.26	308.26	0.4599	NS
BWNSS	1	290.40	290.40	0.4333	NS
Interaction	1	3.27	3.27	0.0048	NS
Within Groups	56	37531.47	670.20		

Table 4.38

Summary of Analysis of Variance for VC (Female Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	799.35	799.35	6.4199	.05
BWNSS	1	58.01	58.01	0.4659	NS
Interaction	1	4.82	4.82	0.0387	NS
Within Groups	56	6972.67	124.51		

Table 4.39

Summary of Analysis of Variance for VP (Female Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	308.27	308.27	0.7256	NS
BWNSS	1	1251.27	1251.27	2.9452	NS
Interaction	1	112.06	112.06	0.2637	NS
Within Groups	56	23791.34	424.84		

Table 4.40

Summary of Analysis of Variance for VA (Female Sample)

SES	1	4.26	4.26	0.0183	NS
BWNSS	1	326.66	326.66	1.4091	NS
Interaction	1	26.68	26.68	0.1150	NS
Within Groups	56	12982.00	231.82		

ACADEMIC ACHIEVEMENT - WISE STUDY :

The academic achievement- wise analyses are shown in Tables 4.41 through 4.50. For both HAA and LAA, F - ratios were not significant. It is obvious from this that SES, BWNSS, and their interaction were ineffective showing VS's and its components' independence of these variables.

Table 4.41

Summary of Analysis of Variance for VS (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	600.83	600.83	0.1578	NS
BWNSS	1	1008.31	1008.31	0.2648	NS
Interaction	1	1920.55	1920.55	0.5044	NS
Within Groups	112	426432.49	3807.43		

Table 4.42

Summary of Analysis of Variance for VF (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	86.20	86.20	0.1673	NS
BWNSS	1	112.03	112.03	0.2175	NS
Interaction	1	2.22	2.22	0.0043	NS
Within Groups	112	57680.00	515.00		

Table 4.43

Summary of Analysis of Variance for VC (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	7.25	7.25	0.0620	NS
BWNSS	1	11.80	11.80	0.1009	NS
Interaction	1	212.49	212.49	1.8172	NS
Within Groups	112	13097.25	116.93		

Table 4.44

Summary of Analysis of Variance for VP (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	31.03	31.03	0.0772	NS
BWNSS	1	7.76	7.76	0.0193	NS
Interaction	1	231.86	231.86	0.5775	NS
Within Groups	112	44965.80	401.48		

Table 4.45

Summary of Analysis of Variance for VA (HAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	53.8	53.8	0.2391	NS
BWNSS	1	147.94	147.94	0.6576	NS
Interaction	1	252.08	252.08	1.1206	NS
Within	112	25194.07	224.94		

Table 4.46

Summary of Analysis of Variance for VS (LAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	56.68	56.68	0.0145	NS
BWNSS	1	10407.44	10407.44	2.6724	NS
Interaction	1	192.01	192.01	0.0493	NS
Within Groups	80	311542.86	3894.28		

Table 4.47

Summary of Analysis of Variance for VF (LAA Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	41.44	41.44	0.0696	NS
BWNSS	1	1151.44	1151.44	1.9356	NS
Interaction	1	82.02	82.02	0.1378	NS
Within Groups	80	47590.0	594.87		

Table 4.48

Summary of Analysis of Variance for VC (LAA Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	8.04	8.04	0.0711	NS
BWNSS	1	352.19	352.19	3.1186	NS
Interaction	1	32.19	32.19	0.2850	NS
Within Groups	80	9034.58	112.93		

Table 4.49

Summary of Analysis of Variance for VP (LAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	8.05	8.05	0.0189	NS
BWNSS	1	1280.76	1280.76	3.0128	NS
Interaction	1	429.76	429.76	1.0109	NS
Within Groups	80	34008.39	425.10		

Table 4.50

Summary of Analysis of Variance for VA (LAA Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	68.76	68.76	0.3040	NS
BWNSS	1	183.04	183.04	0.8093	NS
Interaction	1	61.72	61.72	0.2728	NS
Within Groups	80	18093.72	226.17		

CLASS - WISE STUDY :

Class - wise analyses are put in Tables 4.51 through 4.85. The F - ratios indicate that in most of the cases main effects and interactions were not significant statistically. Yet, there were some F - ratios which were significant. VS, VF, VP, and VA in case of BA; VC in case of B.SC.; VP in case of L.L.B.; VC in case of M.Com. were not independent of SES. BWNSS had been found effective on VC at .05 level of significance in case of M.A.

Table 4.51

Summary of Analysis of Variance for VS (B.A. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	23544.50	23544.50	7.2723	.01
BWNSS	1	2.00	2.00	0.0006	NS
Interaction	1	60.50	60.50	0.0186	NS
Within Groups	28	90651.00	3237.53		

Table 4.52

Summary of Analysis of Variance for VF (B.A. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	3042.00	3042.00	7.2017	.05
BWNSS	1	78.13	78.13	0.1849	NS
Interaction	1	12.50	12.50	0.0295	NS
Within Groups	28	11827.25	422.40		

Table 4.53

Summary of Analysis of Variance for VC (B.A. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	344.53	344.53	3.1190	NS
BWNSS	1	13.78	13.78	0.1247	NS
Interaction	1	63.28	63.28	0.5728	NS
Within Groups	28	3092.88	110.46		

Table 4.54.

Summary of Analysis of Variance for VP (B.A. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	1845.28	1845.28	4.8959	.05
BWNSS	1	13.78	13.78	0.0365	NS
Interaction	1	81.28	81.28	0.2156	NS
Within Groups	28	10553.38	376.90		

Table 4.55

Summary of Analysis of Variance for VA (B.A. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	2064.03	2064.03	11.5696	.01
BWNSS	1	38.28	38.28	0.2145	NS
Interaction	1	13.78	13.78	0.0772	NS
Within Groups	28	4995.38	178.40		

Table 4.56
Analysis of
Summary of Variance for VS (B.Sc. Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	8970.67	8970.67	2.3743	NS
BWNSS	1	3700.17	3700.17	0.9793	NS
Interaction	1	66.66	66.66	0.0176	NS
Within Groups	20	75562.34	3778.11		

Table 4.57
Summary of Analysis of Variance for VS (B.Ed. Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	5382.03	5382.03	1.0404	NS
BWNSS	1	1417.78	1417.78	0.2740	NS
Interaction	1	2682.78	2682.78	0.5186	NS
Within Groups	28	144844.88	5173.03		

Table 4.58

Summary of Analysis of Variance for VF (B.Ed. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	882.00	882.00	1.1099	NS
BWNSS	1	420.50	420.50	0.5291	NS
Interaction	1	28.13	28.13	0.0354	NS
Within Groups	28	22249.25	794.61		

Table 4.59

Summary of Analysis of Variance for VC (B.Ed. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	94.53	94.53	0.5022	NS
BWNSS	1	42.78	42.78	0.2272	NS
Interaction	1	148.78	148.78	0.7904	NS
Within Groups	28	5270.38	188.22		

Table 4.60

Summary of Analysis of Variance for VP (B.Ed. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	427.78	427.78	0.8347	NS
BWNSS	1	0.78	0.78	0.0015	NS
Interaction	1	675.28	675.28	1.3177	NS
Within Groups	28	14348.88	512.46		

Table 4.61

Summary of Analysis of Variance for VA (B.Ed. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	84.50	84.50	0.3615	NS
BWNSS	1	190.12	190.12	0.8134	NS
Interaction	1	153.13	153.13	0.6551	NS
Within Groups	28	6544.25	233.72		

Table 4. 62.

Summary of Analysis of Variance for VF (L.L.B. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	148.78	148.78	0.2229	NS
BWNSS	1	442.53	442.53	0.6631	NS
Interaction	1	175.78	175.78	0.2634	NS
Within Groups	28	18683.63	667.27		

Table 4.63

Summary of Analysis of Variance for VC (L.L.B. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	144.50	144.50	1.6922	NS
BWNSS	1	112.50	112.50	1.3174	NS
Interaction	1	8.00	8.00	0.0936	NS
Within Groups	28	2391.00	85.39		

Table 4.64

Summary of Analysis of Variance for VP (L.L.B. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	1937.53	1937.53	7.1558	.05
BWNSS	1	87.78	87.78	0.3241	NS
Interaction	1	9.03	9.03	0.0333	NS
Within Groups	28	7581.38	270.76		

Table 4.65

Summary of Analysis of Variance for VA (L.L.B. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	91.12	91.12	0.4471	NS
BWNSS	1	288.00	288.00	1.4133	NS
Interaction	1	3.13	3.13	0.0153	NS
Within Groups	28	5705.75	203.77		

Table 4.66

Summary of Analysis of Variance for VF (M. A. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	205.11	205.11	0.4182	NS
BWNSS	1	1171.11	1171.11	2.3878	NS
Inter action	1	366.58	366.58	0.7474	NS
Within Groups	40	19618.00	490.45		

Table 4.67

Summary of Analysis of Variance ofor VC (M.A. Sample)

Spource of Varianc e	df	SS	MS	F	Sig.
SES	1	90.20	90.20	0.7325	NS
BWNSS	1	504.57	504.57	4.0978	.05
Interaction	1	6.57	6.57	0.0533	NS
Within Groups	40	4925.46	123.13		

Table 4. 68

Summary of Analysis of Variance for VP (M.A. Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	7.36	7.36	0.0261	NS
BWNSS	1	820.45	820.45	2.9168	NS
Interaction	1	786.28	786.28	2.7953	NS
Within Groups	40	11251.46	281.28		

Table 4.69

Summary of Analysis of Variance for VA (M.A. Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	532.02	532.02	1.9979	NS
BWNSS	1	589.11	589.11	2.2123	NS
Interaction	1	8.21	8.21	0.0308	NS
Within Groups	40	10651.46	266.28		

Table 4.70

Summary of Analysis of Variance for VS (M.Sc. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	918.75	918.75	0.3841	NS
BWNSS	1	8268.75	8268.75	3.4571	NS
Interaction	1	270.75	270.75	0.1132	NS
Within Groups	8	19134.00	2391.75		

Table 4.71

Summary of Analysis of Variance for VF (M.Sc. Sample)

Source of Variance	df	SS	MS	F	Sig.
SES	1	456.33	456.33	0.7388	NS
BWNSS	1	2523.00	2523.00	4.0847	NS
Interaction	1	176.33	176.33	0.2854	NS
Within Groups	8	4941.34	617.66		

Table 4.72

Summary of Analysis of Variance for VC (M.Sc. Sample)

Source of Variance	df	SS	MS	<u>F</u>	Sig.
SES	1	27.00	27.00	0.2250	NS
BWNSS	1	320.33	320.33	2.6694	NS
Interaction	1	96.34	96.34	0.8028	NS
Within Groups	8	960.00	120.00		

Table 4.73

Summary of Analysis of Variance for VP (M.Sc. Sample)

Source of Variance	df	SS	MS	<u>F</u>	Sig.
SES	1	14.08	14.08	0.1379	NS
BWNSS	1	24.08	24.08	0.2358	NS
Interaction	1	140.09	140.09	1.3723	NS
Within Group	8	816.67	102.08		

Table 4. 74

Summary of Analysis of Variance for VA (M.Sc. Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	00.00	00.00	00.00	NS
BWNSS	1	320.33	320.33	1.5444	NS
Interaction	1	27.00	27.00	0.1301	NS
Within Groups	8	1659.34	207.41		

Table 4.75

Summary of Analysis of Variance for VS (M.Com. Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	1320.17	1320.17	0.4743	NS
BWNSS	1	4213.50	4213.50	1.5138	NS
Interaction	1	1568.17	1568.17	0.5634	NS
Within Groups	20	55666.00	2783.30		

Table 4.76

Summary of Analysis of Variance for VF (M.Com.Sample)

Source of Variance	df	SS	MS	<u>F</u>	Sig.
SES	1	16.67	16.67	0.0414	NS
BWNSS	1	66.67	66.67	0.1657	NS
Interaction	1	181.50	181.50	0.4512	NS
Within Groups	20	8045.00	402.25		

Table 4.77

Summary of Analysis of Variance for VC (M.Com. Sample)

Source of Variance	df	SS	MS	<u>F</u>	Sig.
SES	1	247.04	247.04	4.3173	.05
BWNSS	1	84.37	84.37	1.4744	NS
Interaction	1	26.05	26.05	0.4552	NS
Within Groups	20	1144.50	57.22		

Table 4.78

Summary of Analysis of Variance for VP (M.Com. Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	433.50	433.50	1.3241	NS
BWNSS	1	522.67	522.67	1.5965	NS
Interaction	1	24.00	24.00	0.0733	NS
Within Groups	20	6547.67	327.38		

Table 4.79

Summary of Analysis of Variance for VA (M.Com. Sample)

Source of Variance	df	SS	MS	F —	Sig.
SES	1	15.04	15.04	0.0748	NS
BWNSS	1	610.04	610.04	3.0351	NS
Interaction	1	260.04	260.04	1.2937	NS
Within Groups	20	4019.84	200.99		

In sum, the effect of SES was significant on VS and VF for B.A. Sample; on VC for HAA, female, B.Sc., and M.Com. samples; on VP for B.A. and L.L.B. Samples; and on VA for B.A. Sample only. The rest related F-ratios were insignificant. The BWNSS was not significantly effective even in a solitary case. BWNSS was effective on VS for total sample and on VC for M.A. sample. For all other samples, it was not significant. So far interaction between SES and BWSS is concerned, it was significantly effective on VA for total sample. In the same way, the interaction between SES and BWNSS was effective significantly only for total sample.

C H A P T E R V

CONCLUSIONS AND GENERALIZATIONS :

This study purported to know two things. Firstly, if socio-economic status (SES) and belongingness to weaker sections of society (BWSS) affect vocational stress (VS) and its four components, viz., vocational frustration (VF), vocational conflict (VC), vocational pressure (VP), and vocational anxiety (VA) independently as well as interactively^{and}, secondly, if SES and belongingness to weaker and nonweaker sections of society (BWNSS) affect VS together with its components VF, VC, VP, and VA independently and interactively. The main purpose behind these was to know whether reservations in jobs for weaker sections of society in employment should continue and, if yes, should they be based on SES because

- 1) If SES is found to be affecting VS, it will suggest that students' VS does depend on SES. Therefore, reservations in employment should be based on the SES of the applicant.
- 2) If BWSS is found to be affecting VS, it will suggest that since BC, SC, and ST students' VS is being affected by their BWSS, the reservations for them in employment must continue.
- 3) If SES and BWSS interactively affect VS, it clearly suggests that reservations in employment for weaker sections of society must be based on SES of those belonging to weaker sections of society.

- 4) If BWNSS affects VS significantly, it will suggest that reservations in employment must be there for nonweaker sections of society too.
- 5) The interactive effect of SES and BWNSS will indicate whether reservations in employment for weaker as well as nonweaker section of society, if any, be based on SES of these section people.

The knowledge about first three states can lead to generalize about,

- a) Continuation of reservations for all belonging to weaker sections of society.
- b) Continuation of reservations for weaker sections of society on the basis of SES only.

The knowledge about first and last two states can help in generalizing about,

- a) Reservations for both weaker and nonweaker sections of society.
- b) Reservations for all belonging to weaker and non weaker sections of society on the basis of SES.

CONCLUSIONS :

- 1) So far the first state is concerned, SES has been found effective on VS for B.A. Sample only. In some cases, it was found effective on the components Of VS, such as, On VC for HAA, female, and B.Sc. samples; on VF for B.A. sample only; on VP for B.A. and L.L.B. samples; VA for B.A. sample only. But in most of the analysis, it was ineffective. So, the analyses suggest that SES does affect VS and its components.

to a certain extent. It is so mostly on undergraduate students. The reason may be that after bachelor's degree most of the students either go for a job or aspire for a job. During graduation period, they face the need of acquiring job at an earliest. And at this juncture, they realize the crucial role of SES in grabbing jobs. The SES is found effective on VC for females as well as for HAA. One plausible reason of it may be, for females, that by nature and biological frame, females love to do house-hold work but due to adverse SES circumstances, they have to do jobs. So, they may be feeling conflict. This may be for saving or jeopardizing feminity (see, Horner, 1979). For HAA, the explanation lies in the probability of getting low standard jobs as the probability of getting low standard jobs as compared to their high academic achievement due to comparatively low SES. So, it may be concluded that,

"SES does affect VS and its components but in certain circumstances it does not. High academic achievers, females, and undergraduates are likely to have SES effect on their VS."

2) The results regarding the second state indicate that BWSS is not effective on VS and on any of its components either. It means BC, SC, and ST students' VS is not being affected by their BWSS. One reason for it seems that due to reservations in jobs, BC, SC, and ST students are not much worried, frustrated, pressured, or conflicted about their future employment. Had there been no reservations, they would have been feeling VS. It leads to conclude that,

"BWSS does not affect VS and its components."

- 3) The interactive effect of SES and BWNSS on VS and its components was not significant but, for total sample only, it ~~was~~ significant on VP and VA. It is noteworthy that (i) VP and VA are two out of the four components of VS, (ii) the effect was significant in total samples, and (iii) the effect was not significant when sample was categorized may be, due to smaller sample size. It fairly indicates that SES interacts significantly with BWSS to a certain extent in affecting VS. Therefore,

"The interactive effect of SES and BWSS is significant on VS (two components of VS, viz., VP and VA)."

- 4) Regarding fourth state, it is obvious from results that BWNSS affected VS significantly for total sample though the effect ceased to be significant when the sample was categorized by sex, class, and academic achievement. This may be due to making a large sample comparatively small one. So, it can be concluded that,

"VS is affected by BWNSS."

It seems that it is the nonweaker section of society which feels more VS than the weaker sections of society as the former has to face large competition whereas the latter has not due to reservations.

- 5) About the fifth state, it can be said that the interaction between SES and BWNSS was effective on VS significantly for total sample. When this total sample was categorized for class, academic achievement, and sex-wise study, the effect was not significant. This means that on large sample size which is

more representative of the population, the said effect is significant. Hence, the conclusion is,

"There is interactive effect of SES and BWNSS on VS."

Thus, the hypotheses first and second are rejected partially.

GENERALIZATIONS :

On the basis of conclusions drawn, it can be generalized that,

1. As SES affect VS and its components in some cases, reservation in jobs may be according to the SES of the applicant.
2. Since due to reservation policy of Government BWNSS does not affect VS and its components, reservations in jobs may be continued to save BC, SC, and ST students from becoming vocationally stressed.
3. Since the interaction between SES and BWNSS is significantly effective on VS (VP and VA), the reservations in jobs must be according to the SES of weaker sections of society people.
4. Since BWNSS is effective on VS, there is need for making reservations in jobs for nonweaker sections of society people.
5. Since there is interactive effect of SES and BWNSS on VS, the reservations in jobs must be according to SES of the applicant belonging to weaker as well as nonweaker sections of society.

Thus, the overall generalizations are,

- I. The reservations in jobs must continue for weaker sections of society people but that should be based on SES.
- II. The reservations in jobs for nonweaker sections of society

people on the basis of SES must be considered.

For political modernization alongwith educational, social, cultural, and economical modernization and mobility of masses, special provisions for the welfare of ST, SC, and BC have been made by the government. Provision for reserve quota in government jobs and educational facilities was for twenty years in the beginning but now it has been extended upto 1990. Ofcourse, this provision is not for ever. Now, the question surfaces if this reservation provision will continue after 1990. There are two things to be pondered over before we take any decision.

Firstly, a sizable portion of weaker sections of society is not being benefitted or rather is not taking the benefit of reservation provisions due to many discernable reasons. This sizable portion is of only those who belong to lower socio-economic status among the weaker sections of society, e.g., labourers, scavengers, females, vendors, cobblers, washermen, etc..

Secondly, reservation provisions make weaker sections of society people uninitiative and dependent. They do not develop the personality characteristics of self help, independence, initiativeness, competitiveness, and assertion. Due to this, even some weaker sections people view that reservations must end (Shower, 1986).

SUGGESTIONS FOR FURTHER RESEARCH :

- 1) The results need to be replicated on national sample. Cross validation of results region and province wise is must.
- 2) The opinions of different sections of people like weaker, nonweaker, students, guardians, general public, administrators,

educators, employers, employees, etc. may be collected and analysed to know about continuation of reservation policy.

- 3) Since in this investigation reservations in jobs only have been considered, further research may be directed to know the reasonability of reservations in admissions in schools.

SUGGESTION FOR ACTION AND POLICY MAKING :

Taking into consideration these points, it seems expedient to have reservations in jobs for only those weaker sections of society persons who belong to lower or lower middle SES. This will also subdue the anger, frustration, aggression, and repugnance prevailing with force among the nonweaker sections of society people who are facing educated unemployment problem and heading towards toppling the social and economical infrastructure due to vocational frustration, vocational conflict, vocational pressure, and vocational anxiety and, in sum, vocational stress. It is not that the low SES people of nonweaker sections of society are not in need of jobs for their livelihood and for their betterment. In fact, if they will be neglected like this, the problem of their backwardness in the absence of mobilization will be there before us brazenly. So, reservations in jobs for those belonging to low SES of nonweaker sections of society is worth for consideration.

Thus, the government may revise its policy of reservations in jobs etc. by giving due shares to both weaker and nonweaker sections of society on the basis of SES.

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कोड नं०
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पृष्ठ II

१) क्या करना है ?

आगे के पृष्ठों में कुछ ऐसे वक्तव्य दिये गये हैं जिनका सम्बन्ध उन बातों से है जो कि विद्यार्थी भविष्य के अपने व्यवसाय के सम्बन्ध में अनुभव कर सकते हैं। अतः आपसे अनुरोध है कि प्रत्येक वक्तव्य के सम्बन्ध में अपने अनुभव के विषय में दो बातें बताइए— (अ) आप स्थिति को कब कब अनुभव करते हैं जिसे वाक्य के सामने बनी बिन्दुकित रेखा के ऊपर बने पांच खानों में से एक पर सही का चिन्ह [] लगा कर बताना है और (आ) आप स्थिति को कितना अनुभव करते हैं जिसे बिन्दुकित रेखा के नीचे बने पांच खानों में से एक पर सही का चिन्ह बनाकर दर्शाना है।

उदाहरण—

वक्तव्य	सदैव	बहुधा	कभी-कभी	बहुत कम	कभी नहीं
	अत्यधिक	अधिक	सामान्य	कम	बिल्कुल नहीं
मैं अपने व्यवसाय के विषय		✓			
में चिन्तित रहता/रहती हूँ			✓		

(अ) पहले यह बताना है कि व्यवसाय के विषय में आप कब-कब चिन्तित रहते हैं—सदैव, बहुधा, कभी-कभी बहुत कम या कभी नहीं। मान लें, आप बहुधा चिन्तित रहते हैं तो बिन्दुकित रेखा के ऊपर 'बहुधा' वाले खाने में सही का चिन्ह अंकित कर दें।

(आ) अब यह बताइए कि आप कितना चिन्तित रहते हैं—अत्यधिक, अधिक, सामान्य, कम या बिल्कुल नहीं। मान लें, आप सामान्य रूप से चिन्तित रहते हैं तो बिन्दुकित रेखा के नीचे तीसरे खाने में सही का चिन्ह बना दें।

२) क्या ध्यान में रखना है ?

(अ) निःसंकोच उत्तर दीजिए क्योंकि प्रत्येक का अनुभव अपने में सही होता है और आपके उत्तर गोपनीय रहे जायेंगे। (आ) किसी भी वक्तव्य के विषय में बताना न सुझिये।

क्रम सं०	वक्तव्य	सदैव	बहुधा	कभी-कभी	बहुत कम	कभी नहीं
		अत्यधिक	अधिक	सामान्य	कम	बिलम्ब नहीं
१-	मुझे यह चिन्ता रहती है कि कहीं मैं जीवन भर बेकाम ही न रह जाऊँ।			✓	✓	
२-	मैं इस दृष्टि में रहता/रहती हूँ कि भविष्य में व्यापार करूँ या नौकरी।		✓ ✓			
३-	यह बात दुखी कर देती है कि नौकरी मिलना पहुंच पर निर्भर करता है।	✓ ✓				
४-	मैं इस बात को सुनते-सुनते परेशान हो गया/गयी हूँ कि पढ़ो, नहीं तो नौकरी नहीं मिलेगी।				✓	✓
५-	मैं सोचता/सोचती हूँ कि कोई न कोई व्यवसाय तो सभी को मिल ही जाता है।	✓	✓			
६-	मुझे लगता है कि मैं इतना/इतनी भाग्यशाली नहीं हूँ कि मुझे पढ़ते ही नौकरी मिल जायेगी।				✓	✓
७-	मैं यह निर्णय नहीं ले पाता/पाती कि नौकरी पाने के लिये पढ़ूँ या शैक्षिक योग्यता प्राप्ति के लिए।	✓	✓			
८-	नौकरी के बारे में सोचते-सोचते मेरा सर बंद करने लगता है।				✓	✓
९-	मुझे लगता है कि मुझको नौकरी आसानी से मिल जायेगी।	✓	✓			
१०-	मुझे यह चिन्ता रहती है कि क्या मैं अपने अभिभावकों की इच्छानुसार नौकरी प्राप्त कर सकूँगा/सकूँगी।		✓	✓		
११-	यह बात बड़ी कष्टकर लगती है कि मुझे अभी से व्यवसाय के बारे में सोचना पड़ रहा है।					✓

क्रम सं०	वक्तव्य	सदैव	बहुधा	कभी-कभी	बहुत कम	कभी नहीं	
		अत्यधिक	अधिक	सामान्य	कम	बिल्कुल नहीं	
१२-	मैं सोचता/सोचती हूँ कि व्यवसाय मिल जाने पर मैं प्रसन्न रहा करूँगा/करूँगी।		✓	✓			2 1 > 3
१३-	मुझे इस बात का दुःख रहता है कि मेरे अध्ययन विषय (Subjects) मुझे अच्छी नौकरी नहीं दिला सकते।	✓	✓				4 1 > 5
१४-	मुझे इस बात की चिन्ता रहती है कि पढ़ाई समाप्त होने पर कहीं मैं एक लुढ़कता पत्थर (Rolling Stone) बन कर ही न रह जाऊँ।			✓ ✓			2 2 > 4
१५-	मुझे यह चिन्ता रहती है कि कहीं मेरे अभिभावक मेरी पढ़ाई छोड़कर मुझे नौकरी करने के लिए न कहें।					✓ ✓	0 0 > 0
१६-	व्यवसायिक प्रतियोगिताओं में भाग लेने के लिए मैं सत्साहित रहता/रहती हूँ।			✓	✓		3 2 > 5
१७-	मैं यह सोचता/सोचती हूँ कि कहीं नौकरी के लिए साक्षात्कार वाले वित्त में घोमार न पड़ जाऊँ।					✓ ✓	0 0 > 0
१८-	मेरे व्यवसाय के सम्बन्ध में मेरे अभिभावकों की उच्च आकांक्षायें मुझे बोझ लगती हैं।				✓ ✓		1 1 > 2
१९-	व्यवसायिक प्रतियोगिताओं में पिछड़ जाने का बिचार मात्र ही मुझे घबरा देता है।		✓	✓			2 3 > 5
२०-	मुझे इस बात की चिन्ता रहती है कि कहीं मेरी इच्छानुकूल नौकरी का विज्ञापन मेरी दृष्टि में न आ पाये।				✓	✓	0 1 > 1
२१-	जब यह सुनने में आता है कि मरे किसी सहपाठी ने नौकरी कर ली है तो मैं इस द्विविधा में पड़ जाता/जाती हूँ कि मैं भी नौकरी कर लूँ या पढ़ाई जारी रखूँ।		✓	✓			2 3 > 5
२२-	व्यवसायिक प्रतियोगिताओं में भाग लेने के लिए अभी से तैयारी करने का अपने अभिभावकों का प्रस्ताव मुझ में सुसलाहद उत्पन्न करता है।					✓ ✓	0 0 > 0

क्रम सं०	वक्तव्य	सदैव	बहुधा	कभी-कभी	बहुत कम	कभी नहीं
		अत्यधिक	अधिक	सामान्य	कम	बिलकुल नहीं
२३—	व्यवसाय के दृष्टिकोण से लिए गये अध्ययन विषय ढ़िकर लगते हैं ।			✓	✓	
२४—	मैं यह सोचकर नबैस सा होने लगता/लगती हूँ कि कहीं किसी व्यवसाय या व्यवसायिक प्रतियोगिता के लिए भेजा गया मेरा आवेदन पत्र वांछित तिथि तक न पहुँच पाये ।					✓ ✓
२५—	यह सोचकर बुरा लगता है कि कुछ हो बिना बाब पढ़ाई छोड़कर नौकरी करनी है ।			✓	✓	
२६—	अच्छे व्यवसायों के दिवास्वप्न देखते रहने से मेरा सर भारी हो जाता है ।				✓ ✓	
२७—	मुझे लगता है कि वे विद्यार्थी कितने भाग्यशाली हैं जिनके अभिभावक उनके व्यवसायिक के लिए अभी से प्रयत्न कर रहे हैं ।		✓	✓		
२८—	इस बात का दुःख होता है कि हमें व्यवसायिक निवेशन नहीं प्राप्त हो पाता ।			✓	✓	
२९—	मुझे जब लोगों को देखकर क्रोध आता है जिन्होंने अपने अध्ययन विषय नौकरी के दृष्टिकोण से सोच समझकर लिए हैं ।				✓ ✓	
३०—	अभिभावकों की यह सलाह कि तुम्हें अच्छी नौकरी नहीं मिल सकती मुझे क्षुब्ध कर देती है ।			✓	✓	
३१—	मैं यह निश्चय नहीं कर पाता/पाती कि नौकरी देने के बदले घूस लेने वालों का खुलकर विरोध करूँ या नहीं ।	✓ ✓				
३२—	मैं इस बात से परेशान रहता/रहती हूँ कि कभी मैं स्वयं को एक व्यवसाय के लिए मानसिक रूप से तैयार पाता/पाती हूँ तो कभी दूसरे के लिए ।			✓	✓	
३३—	इस बात से क्रोध आता है कि हमें व्यवसायों के विषय में जानकारी क्यों नहीं दी जाती ।	✓ ✓				

क्रम सं०	व्यक्तित्व	सदैव	बहुधा	कभी-कभी	बहुत कम	कभी/नहीं	
		अत्यधिक	अधिक	सामान्य	कम	बिल्कुल नहीं	
१४-मैं इसलिए निश्चिंत रहता/रहती हूँ क्योंकि मेरे अभिभावक मेरे व्यवसाय का प्रबंध कर ही देंगे।						✓ ✓	4/8
१५-मित्रों का हर समय नौकरी की ही बातें करना सरबर्ब लगता है।			✓ ✓				2/6
१६-अभिभावकों के मेरी नौकरी सम्बन्धी विचारों को बदल सकना जटिल लगता है।						✓ ✓	0/0
१७-लोगों का यह सोचना कि मुझे अच्छा व्यवसाय मिल जायेगा अच्छा लगता है।	✓ ✓						0/0
१८-व्यवसाय की ध्यान में रखते हुए अध्ययन विषयों को चुनूँ या अपनी रुचि के विषय हूँ' इन दो बातों में निर्णय नहीं ले पाता/पाती।				✓ ✓			2/4
१९-मेरी व्यावसायिक रुचियों की ओर अभिभावकों और अध्यापकों का ध्यान न देना कष्टदायक लगता है।					✓ ✓		1/2
२०-व्यवसाय के क्षेत्र में व्याप्त जटिल प्रतियोगिता दुःखी कर देती है।	✓ ✓						4/8
२१-अन्य विद्यार्थियों को व्यवसाय के लिए परेशान देखकर सोचता/सोचती हूँ कि वे क्यों परेशान होते हैं।					✓	✓	4/37
२२-मुझे यह विश्वास रहती है कि कहीं मैं ऐसी गलती न कर बैठूँ जिससे भविष्य में अच्छा व्यवसाय मिलने में बाधा जाये।				✓	✓		2/13
२३-भविष्य में व्यवसाय करने का विचार मुझे आनन्दित कर देता है।				✓	✓		3/25
२४-जब सहपाठियों के बड़ी-बड़ी नौकरियों के उद्देश्यों को सुनता/सुनती हूँ तो उन नौकरियों को भविष्य में न प्राप्त कर सकने की अपनी मजबूरी असहनीय लगती है।			✓ ✓				3/6

क्रम सं०	व्यक्ति	अल्प	बहुधा	कभी-कभी	बहुत कम	कभी-कभी
		अल्प	अधिक	सामान्य	कम	बहुत कम
४५—मुझे यह चिन्ता खाये जाती है कि मैं व्यवसायिक प्रतियोगिता में निकल भी पाऊंगा/पाऊंगी या नहीं					✓	
४६—व्यवसाय में संलग्न लोगों के असंतोष को देखकर मैं भी असंतोष अनुभव करने लगता/लगती हूँ।			✓		✓	
४७—तब तो मेरा मन पढ़ने का होता है न नौकरी करने का।			✓		✓	
४८—मैं इसलिए निराश रहता/रहती हूँ क्योंकि अच्छी शैक्षिक उपसर्द्धि न होने के कारण मुझे अच्छी नौकरी नहीं मिलेगी।			✓		✓	
४९—यह सोचकर कि अच्छी नौकरी के लिए पढ़ना आवश्यक है, पढ़ना मुझे बोज लगने लगता है।			✓			
५०—अपने स्वभाव को देखते हुए लगता है कि मैं व्यवसाय कर भी पाऊंगा/पाऊंगी अथवा नहीं।	✓					
५१—भविष्य में व्यवसाय करने की मजबूरी मुझे बन्धन प्रतीत होती है।	✓			✓		
५२—नौकरी के विज्ञापनों को देखना कष्टप्रद होता है।				✓		
५३—यह सोचकर कांप जाता/कांपती हूँ कि यदि भविष्य में कोई व्यवसाय न मिला तो क्या होगा।	✓					
५४—यह विचार कि व्यवसाय करना है, बोज लगता है।					✓	
५५—मैं अपने व्यवसाय के बारे में सोचना ठीक नहीं समझता/समझती।					✓	
५६—मुझे लगता है कि यदि भविष्य में नौकरी का लक्ष्य न होता तो कितना अच्छा होता।	✓					

क्रम सं०	व्यक्तित्व	सदैव	बहुधा	कभी-कभी	बहुत कम	कभी/नहीं	
		अत्यधिक	अधिक	सामान्य	कम	बिलकुल नहीं	
१७—समय-समय पर अभिभावकों के मेरे व्यवसाय के सम्बन्ध में बढ़ते विचारों के साथ-साथ बल पाया कठिन प्रतीत होता है।				✓ ✓			2>4
१८—मुझे यह बात चुकी कर प्यो है हूँ केवल व्यवसाय प्राप्त करने के लिए ही पढ़ते हूँ।	✓ ✓						4>8
१९—मुझे लगता है कि शीघ्र पढ़ाई समाप्त हो और मैं नौकरी करने लगूँ।				✓	✓		2>5
२०—भविष्य में किस व्यवसाय को ग्रहण करना चाहिए यह निर्णय द्विविधाजनक लगता है।					✓	✓	9>1
२१—अपनी असफलताओं को देखकर सोचता/सोचती हूँ कि भविष्य में नौकरी मिलना कठिन ही है।				✓	✓		1>3
२२—यह जानते हुए भी कि मेरे अभिभावक मेरे व्यवसाय के लिए कुछ नहीं करने वाले हैं, मैं बेकिस रहता/रहती हूँ।				✓ ✓			2>4
२३—नौकरी प्रदान करने में जो बाधनियाँ चलती हैं, उनसे सब लड़ता हो जाता है।	✓ ✓						4>8
२४—मैं चाहता/चाहती हूँ कि शीघ्रातिशीघ्र अपने पैरों पर खड़ा/खड़ी हो जाऊँ।	✓			✓			2>6
२५—जब भिन्न नौकरी के विषय में पूछने पर झिड़क देते हैं तो मुझमें हीन भाव आ जाता है।						✓ ✓	8>0
२६—लोगों का अभी से यह सोचना कि मुझे अच्छी नौकरी नहीं मिल सकती, सोचनीय लगता है।					✓ ✓		1>2
२७—मैं यह निर्णय नहीं के पाता/पाती कि अपने व्यवसाय के विषय में अभी से सोचूँ/अथवा नहीं।					✓ ✓		10>1

	VP	VZ				VP	VW		
		AA	ABAB	ABAB	total		E	N	total
P	47	05	10	02	17	34	06	21	27
Q	43	04	11	01	15	35	06	21	27
	90	09	21	03	32	69	12	42	54

SESSCALE

क्रमांक
कोड नं.

Total Score
Category

निर्देश :

आपसे अनुरोध है कि अपने तथा अपने पिता/अभिभावक के सम्बन्ध में निम्नलिखित जानकारी दें। प्रश्न संख्या १ से लेकर १७ तक हर एक प्रश्न के सामने उनके सम्भावित उत्तर दिये हुए हैं आपको उन उत्तरों में से सही उत्तर के सामने बने हुए कोष्ठक में सही (✓) का निशान लगाना है।

नाम अजित कुमार पति कक्षा B. Com Final
आयु 19 वर्ष
विद्यालय का नाम के. ए. एस. की संचयन आयोग, नैनीताल

- १— आपका धर्म हिन्दु
२— आपकी जाति कुलकर्णी
३— क्या आप निम्नलिखित श्रेणियों में से किसी एक में हैं ?
अनुसूचित जाति [X], अनुसूचित जन जाति [X], पिछड़ी जाति [X]
४— अपने पिता/अभिभावक की शिक्षा के सम्बन्ध में सूचना दीजिए।

उत्तीर्ण परीक्षाएँ	उत्तीर्ण तकनीकी और व्यवसायिक परीक्षाएँ
<u>इन्टर मीट्रिक 51%</u>	

५. अपने पिता/अभिभावक के व्यवसाय के सम्बन्ध में सूचना दीजिए।

व्यवसाय का नाम	पद
<u>नौकरी</u>	<u>मालिक</u>

६— आपके पिता/अभिभावक की कुल मासिक आय

550

७— आपके पिता/अभिभावक के पास कितनी जमीन, मकान आदि स्थायी जायदाद है ?

जमीन पाँच (बीघर)

मकान तीन (संख्या)

अन्य
.....

3

८- आपके घर में कौन-कौन सी पत्र-पत्रिकाएँ आती हैं ?

① विज्ञान जगति ② मणिमोहिता दर्पण ③ मह गोष्ठा

९- क्या आपके परिवार का कोई सदस्य किसी संस्था (जैसे प्राससभा, नगरपालिका, क्लब) का सदस्य है ?
हाँ [✓] नहीं []

१०- क्या आपके परिवार का कोई सदस्य विदेश में है अथवा वहाँ रहकर आया है ? हाँ [] नहीं [✓]

११- क्या आपके परिवार के किसी सदस्य को कोई अवधि, पुरस्कार या अन्य सम्मान मिला है ?

१२- क्या आपके परिवार का कोई सदस्य कवि, लेखक, कलाकार, समाज-सुधारक या नेता है ?

हाँ [] नहीं [✓]

१३- आपके घर में कितने कमरे हैं ? एक [] दो [] तीन [] चार [] पाँच [] छः [] सात [] अथवा सात से अधिक [✓]

१४- निम्न-लिखित वस्तुओं में से जो चीजें आपके घर में हैं उनमें निम्नानुसार लगाइये :

बन्दूक/पिस्तौल (), रेडियो (✓), सिगार्ड मशीन (✓), टाइम-राइजर (), घड़ी (✓), मोटर साइकिल/स्कूटर (✓), कार/टैला/ट्रेक्टर/गाड़ी (), सोकासेट (), कालोन (✓), सेक (✓)।

१५- क्या आपके घर में बैठक का प्रबन्ध है ? हाँ [✓] नहीं []

१६- क्या आपके घर में भोजन करने के लिए मेज कुर्सी का प्रबन्ध है ? हाँ [✓] नहीं []

१७- आपके अधिकतर निकटतम सम्बन्धों (परिवार के सदस्यों के अतिरिक्त) किस स्तर के हैं ?

उच्च [✓] साधारण [] निम्न []

धन्यवाद !

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Case	Edu.	Occup.	Income	S.D.	Poss	Ratio	Cal
4	3	3.5	3	3	23	3 @ 5	M

Caste	3.61	3.54	0.66	0.55	1.64	3.91	0.32	0.24
Edu.	3.35	3.03	1.12	0.64	1.19	3.97	0.86	0.23
Occu.	3.48	2.97	0.42	0.37	2.05	3.84	3.64	0.21
Income	4.38	3.72	1.24	1.03	2.52	5.28	1.6	0.37
SP.	2.77	2.05	1.56	0.94	0.78	4.17	1.38	0.28
Poss.	16.71	16.79	19.24	3.06	10.87	22.43	-0.01	0.26
VS	199.37	202	3475.5	44.47	124.43	281.32	-0.002	0.28
VF	178.74	79.56	78.88	18.23	46.1	109.74	-0.03	0.29
VC	24.95	24.5	116.48	7.52	10.97	38.99	0.01	0.27
VP	54.13	53.18	338.75	13.57	30.38	79.36	0.01	0.28
VA	45.80	44.73	225.04	11.4	26.2	66.98	0.01	0.28

Note : NWS : Nonweaker Sections

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Skeweness	Kurtosis
SES	32.39	32.43	37.01	3.91	24.42	40.25	-0.003	0.25
Caste	3.62	3.52	0.59	0.54	1.82	3.9	0.51	0.26
Edu.	3.15	2.78	1.25	0.67	0.7	3.91	0.89	0.21
Occu.	3.42	2.94	0.35	0.35	2.03	3.49	4.11	0.24
Income	4.18	3.34	1.2	1.02	2.42	5.23	2.1	0.36
SP.	12.73	1.99	1.54	0.93	0.77	4.11	1.44	0.28
Poss.	16.83	17	19.48	3.19	11.1	22.54	-0.03	0.28
VS	205.5	202	3080.89	41.67	133.45	277.58	0.003	0.29
VF	78.75	79.5	513.95	17.13	48.31	107.74	-0.004	0.29
VC	24.8	24.15	100.74	6.95	11.58	38.12	0.02	0.26
VP	56.29	54.93	314.09	13.17	33.59	79.78	0.01	0.29
VA	45.58	41.97	207.11	11.07	26.74	66.23	0.05	0.28



Table - 4

Descriptive Statistics of HA Sample (N.W.S.) data

	Mean	Median	S.D	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
SES	32.99	36.6	36.57	4	24.57	40.66	-0.05	0.25
Caste	3.59	3.55	0.74	0.57	1.51	3.91	0.16	0.24
Edu.	3.42	3.11	1.12	0.62	1.27	3.99	0.83	0.23
Occu.	3.51	2.99	0.45	0.37	2.08	3.96	3.47	0.20
Income	4.42	4.03	1.21	1.03	2.54	5.29	0.97	0.37
SP.	2.79	2.07	1.06	0.96	0.79	4.23	2.04	0.28
Poss.	16.65	16.76	19.25	3.19	10.68	22.37	-0.02	0.27
VS	203.99	202.73	3457.77	44.78	125	283.04	0.001	0.28
TF	78.77	79.8	560.06	16.29	46.14	109.57	-0.01	0.26
VC	24.35	24.16	116.87	7.6	10.47	38.57	0.01	0.27
VP	54.98	53.83	353.46	14.09	30.9	80.94	0.01	0.28
VA	46.05	45.59	225.96	11.44	25.77	67.04	0.01	0.28

Note : HA : High Achiever.

Table - 5

Descriptive Statistics of LA Sample (N.W.S.) Data.

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀
SES	32.67	32.59	35.1	3.89	25	40.5
Caste	3.63	3.51	0.54	0.54	1.99	3.9
Edu.	3.24	2.88	1.09	0.64	0.97	3.93
Occu.	3.44	2.95	0.37	0.36	2.02	3.62
Income	4.32	3.46	1.27	1.05	2.44	4.28
SP.	2.73	2.02	1.5	0.91	0.78	4.09
Poss	16.8	16.83	19.22	2.83	11.23	22.52
VS	203.15	202.39	3477.08	45.59	124.13	279.93
VF	78.7	79	617.13	20.49	46.02	109.95
VC	25.89	25.18	99.75	7.34	11.73	39.59
VP	52.74	52.18	323.61	12.82	28.79	77.75
VA	45.49	43.72	203.02	10.59	27.29	56.6

Note : LA : Low Achievers

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
SES	33.11	34.08	32.4	4.59	25.08	40	-0.09	0.31
Caste	3.49	3.53	0.88	0.61	1.34	3.91	-0.14	0.24
Edu.	3.53	3.21	0.88	0.45	2.18	3.89	1.09	0.26
Occu.	3.39	2.93	0.25	0.34	2.04	3.47	5.52	0.24
Income	4.59	4.54	1.01	0.96	2.68	5.31	0.15	0.37
SP.	3.11	2.31	1.98	1.06	0.89	4.87	1.21	0.27
Poss.	16.43	16.5	15.66	2.49	10.2	21.81	-0.01	0.21
VS	216.87	232.21	4324.63	45.94	114	289.5	-0.01	0.26
VF	85.28	90.23	701.54	18.89	44.5	116.7	-0.02	0.26
VC	27.8	28.32	114.2	8.22	10.75	43.1	-0.01	0.25
VP	54.41	52.83	419.2	14.13	25.5	82.5	0.01	0.25
VA	48.02	49.5	289.47	12.32	23.75	72.75	-0.02	0.25

	Mean	Median	SD	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
SES	32.69	32.79	37.21	4.13	24.96	40.83	-0.01	0.26
Caste	3.78	3.59	0.63	0.52	1.9	3.92	0.90	0.26
Edu.	3.33	2.96	1.11	0.67	1.13	3.95	1	0.24
Occu.	3.46	2.95	0.34	0.33	2.12	3.48	4.5	0.24
Income	4.37	3.47	1.23	1.05	2.53	5.29	2.2	0.38
SP.	2.49	1.79	1.19	0.79	0.71	3.54	1.76	0.28
Poss	16.36	16.73	17.87	2.75	11.68	22.23	0.01	0.26
VS	198.78	200.44	3552.53	51.56	115.25	271.5	-0.001	0.33
VF	69.68	79.86	640.78	19.66	44.3	105.5	-0.05	0.32
VC	23.54	23.56	99.45	7.31	10	34.26	-0.001	0.30
VP	52.76	51.58	360.86	13.75	29.3	80.5	0.01	0.27
VA	45.75	44.5	194.39	11.88	27.9	64.75	0.02	0.32

Table - 8

Descriptive Statistics of P.Com. II Sample (K.W.S) Data.

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
SES	29.23	30.15	37.43	3.57	18.5	36.5	-0.07	0.2
Caste	3.41	2.9	0.75	0.58	1.47	3.88	2.04	0.24
Edu.	2.93	2.47	1.09	0.54	0.47	3.71	1.27	0.17
Occu.	3.23	2.79	0.48	0.52	1.71	2.57	2.75	0.28
Income	3.93	3.16	0.92	0.89	2.3	5.1	2.51	0.32
SP	2.46	1.81	0.99	0.8	0.74	3.26	1.97	0.32
Poss.	14.96	15.3	16.43	2.77	8.1	19.41	-0.06	0.14
VS	207.88	192.94	3593.8	48.78	136.5	282.25	0.01	0.33
VF	77.63	79.79	489.32	18.28	50	104.9	-0.01	0.33
VC	24.52	24.39	104.39	7.94	11.39	36.9	0.004	0.31
VP	56.79	55.5	377.15	14.17	31.5	84.83	0.01	0.27
VA	46	45	233.93	11.67	26.61	65.5	0.004	0.3

Descriptive Statistics, M.A. II Sample (N.W.S.) Data

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
SES	33.25	33.58	30.27	3.47	25.8	40.04	-0.03	0.24
Caste	3.61	3.53	0.63	0.55	1.72	3.91	0.38	0.25
Edu.	3.49	3.12	0.68	0.48	2.1	3.89	1.63	0.27
Occu.	3.49	2.95	0.51	0.39	1.98	3.99	3.18	0.19
Income	4.44	4.52	1.37	1.06	2.28	5.3	-0.18	0.35
SP	2.93	2.27	1.64	0.93	0.84	4.32	1.21	0.27
Poss.	16.71	16.81	18.62	2.87	10.24	22.3	-0.02	0.24
VS	215.8	218.91	3318.62	41.29	137.5	293.18	-0.003	0.27
VF	83.58	85.25	514.41	16.46	50.83	112.17	-0.01	0.27
VC	27.5	28.27	125	7.66	10.75	41.5	-0.02	0.25
VP	55.83	53.33	347.74	13.89	31.72	83	0.02	0.27
VA	49	48.56	243.75	10.76	29.06	71.07	0.01	0.26

Table - 10
of
Descriptive Statistics of X.Sc. II Sample (N.W.S.) Data.

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
SES	35.08	34.83	26.51	3.37	28.57	40.98	0.03	0.27
Caste	3.69	3.56	0.53	0.53	1.96	3.91	0.74	0.27
Edu.	3.6	3.42	1.33	0.66	1.2	4.34	0.41	0.20
Occu.	3.72	3.15	0.36	0.4	2.55	4.19	4.75	0.24
Income	4.54	4.55	1.17	1.01	2.56	5.31	-0.03	0.37
SP.	3.04	2.23	1.96	1.12	0.85	4.77	1.24	0.29
Poss.	17.97	17.79	16.51	3.11	12.37	23.35	0.03	0.28
VS	177.46	168.25	2170.51	32.07	116.77	243.79	0.01	0.25
VF	67.76	67.5	395.98	14.54	42	98.07	0.002	0.26
VC	20.49	20.59	79.62	5.25	10.12	35.5	-0.004	0.22
VP	49.32	48.42	246.95	11.59	29.1	71	0.01	0.28
VA	40.05	39.23	139.02	9.75	24.61	55.7	0.02	0.31

Table - 11

Descriptive Statistics of M. com. II Sample (NLS) Data.

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
SES	31.93	31.1	42.84	4.22	21.9	41.15	0.06	0.22
Caste	3.87	3.64	0.4	0.47	2.54	3.93	1.73	0.34
Edu.	2.97	2.63	1.29	0.62	0.37	3.79	0.79	0.18
Occu.	3.5	2.98	0.27	0.31	2.43	3.48	5.78	0.30
Income	4.04	3.21	0.73	0.76	2.64	5.09	3.41	0.31
SP.	2.69	1.86	1.72	1.01	0.73	4.08	1.45	0.30
Poss.	16.39	16.25	23.34	3.7	10.2	22.6	0.02	0.30
VS	207.92	203.29	2547.48	38.02	144	283	0.01	0.27
VF	80.69	79	412.86	13.27	57.9	107.5	0.01	0.27
VC	25.49	25.43	66.03	5.96	15.75	35.92	0.003	0.30
VF	55.27	57.14	245.87	11.97	32	78	-0.02	0.26
VA	47	44.14	214.86	10.94	26.63	66.67	0.04	0.27

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
SES	33.25	33.5	36.19	4.35	24.67	41.21	-0.02	0.26
Caste	3.68	3.59	0.69	0.55	1.63	3.92	0.39	0.24
Edu.	3.5	3.1	1.21	0.77	1.5	4.32	0.99	0.27
Occu.	3.65	3.08	0.46	0.38	2.36	4.2	3.72	0.21
Income	4.4	4.53	1.42	1.08	2.33	5.31	-0.27	0.36
SP.	2.43	1.75	0.96	0.7	0.74	3.5	2.13	0.25
Poss.	17.13	17.67	21.8	3.04	10.5	23.3	-0.07	0.24
VS	205.33	189.5	3718.06	47.81	127.	289.5	0.01	0.29
VF	83.5	77.79	675	17.72	43.5	112.07	0.03	0.26
VC	25.83	25.75	123.64	7.86	11.17	41.17	0.002	0.26
VP	54.5	50.75	400.42	18	28.25	82	0.03	0.33
VA	45.83	43.5	163.47	10	27.5	62.5	0.04	0.29

Table ~ 13

Descriptive Statistics of L.I.B. III Sample (N.W.S) Data.

Median	S.D.	Q	P ₁₀	P ₉₀	Skewness	Kurtosis
33.18	31.35	3.79	25.56	40.8	0.01	0.25
2.86	0.65	0.53	1.39	3.86	2.49	0.21
2.82	1.23	0.61	0.47	3.86	0.76	0.18
2.89	0.37	0.34	1.97	3.42	3.89	0.23
4.63	1.36	1.06	2.28	5.33	-0.02	0.35
2.27	1.37	0.97	0.81	4.05	1.25	0.30
17.94	19.15	3.41	11.18	22.7	-0.08	0.30
199.94	3013.81	42.71	152.96	290.25	0.01	0.31
80.67	661.3	18.75	45.5	117.5	0.01	0.26
24.25	115.12	7.58	12.2	41.8	0.04	0.26
56.38	232.57	10.73	34	77.25	-0.0003	0.25
42.31	177.39	10.39	30	65	0.04	0.30

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	SK.	Ku.
SES	26.99	27.41	48.17	4.81	17.43	36.03	-0.03	0.26
Caste	0.97	0.46	0.06	0.25	0.09	0.89	25.5	0.31
Edu.	2.67	2.4	1.64	0.99	0.26	3.69	0.49	0.29
Occu.	2.88	3.01	1.07	0.91	1.09	4.27	-0.36	0.29
Income	2.99	2.84	0.83	0.71	1.74	4.73	0.54	0.24
SP.	1.79	1.32	1.89	0.91	0.42	3.86	0.75	0.26
POSS.	15.3	15.79	26.67	3.41	8.3	21.05	-0.06	0.27
VS	220.08	221.52	3997.19	42.97	138.77	298.9	-0.001	0.27
VF	84.55	83.33	569.35	17.3	53.45	112.57	0.01	0.29
VG	27.60	27.86	99.18	7.12	15.44	41.16	-0.01	0.28
VP	58.99	57.21	392.01	14.77	34.06	86.05	0.01	0.28
VA	49.42	48.8	202.93	11.69	31.61	68.2	0.01	0.32

Note : VS : Weaker Section.

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Sk.	Ku.
SES	26.54	26.85	48.63	4.65	17.64	34.96	-0.02	0.27
Caste	0.98	0.47	0.06	0.25	0.09	0.89	25.5	0.31
Edu.	2.54	2.3	2.54	1.11	0.22	3.62	0.28	0.33
Occu.	2.82	2.98	0.96	0.91	1.08	4.21	-0.5	0.29
Income	2.95	2.79	0.75	0.66	1.74	4.63	0.64	0.23
SP.	1.76	2	1.98	0.93	0.4	3.97	-0.36	0.26
POSS.	15.38	16.09	23.16	3.31	8.36	20.25	-0.09	0.28
VS	226.37	229.35	4102.03	42.22	138	306.75	-0.002	0.25
VF	88.5	86.21	618.68	16.41	53.83	112.72	0.01	0.28
VC	27.73	28.5	91.27	6.63	14.79	40.14	-0.03	0.26
VP	60.35	59.39	404.32	15.16	33.36	87.17	0.01	0.28
VA	49.65	50.5	202.75	10.3	31.24	68.74	-0.01	0.27

Table - 16

Descriptive Statistics of Female (W.S.) Data

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Sk.	Ku.
SES	28	26.07	53.76	5.09	17.11	38.05	0.11	0.24
Caste	0.96	0.43	0.06	0.25	0.09	0.88	26.5	0.32
Edu.	3.03	2.68	1.31	0.62	0.42	3.82	0.8	0.18
Occu.	2.98	3.08	1.3	0.93	1.12	4.39	-0.23	0.28
Income	3.11	2.96	0.94	0.87	1.75	4.88	0.48	0.28
SP.	1.86	1.82	1.69	0.85	0.47	3.53	0.07	0.28
Poss.	15.12	14.82	24.75	3.57	8.22	22	0.04	0.26
VS	207.71	199.25	3440.21	44.2	140	282.38	0.01	0.31
VF	79.4	76.61	450.9	16.11	52.88	112.33	0.02	0.27
VC	27.32	26.25	116.49	8.23	15.85	43.08	0.03	0.30
VP	56.01	53	309.91	13.27	34.95	79.5	0.03	0.30
VA	48.89	47.81	174.95	11.64	32.21	67.5	0.02	0.33

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Sk.	Ku.
SES	27.83	28.65	56.92	5.24	16.86	37.42	-0.04	0.25
Caste	0.99	0.49	0.06	0.25	0.1	0.9	25	0.31
Edu.	2.76	2.56	1.48	0.99	0.28	3.67	0.41	0.29
Occu.	2.88	3.02	1.04	0.9	1.1	4.26	-0.4	0.28
Income	2.99	2.83	0.83	0.7	1.74	4.72	0.58	0.23
SP.	1.88	1.72	2.01	0.94	0.44	4.12	0.24	0.26
Pess.	15.61	15.79	21.48	3.46	8.83	22.32	-0.03	0.26
V\$	218.98	223	4041.58	45.31	135.5	296.93	-0.003	0.28
VF	83.89	83.44	524.39	17.89	56.21	112.72	0.003	0.32
VC	26.5	27.42	99.69	7.28	12.5	39.79	-0.03	0.27
VP	59.39	57.83	374.88	15.36	34.67	86.06	0.01	0.30
VA	50.39	52.57	178.32	10.36	31.68	67.34	-0.04	0.29

Table - 18

Descriptive Statistics of LA Sample (W.S.) Data.

	Mean	Median	S.D.	Q	F ₁₀	P ₉₀
SES	26.18	25.67	39.12	4.09	17.73	34.59
Caste	0.96	0.43	0.06	0.25	0.09	0.88
Edu.	2.62	2.3	1.5	0.96	0.25	3.71
Occu.	2.87	3	1.1	0.92	0.65	2.94
Income	3.01	2.18	0.84	0.72	1.75	4.74
SP.	1.71	1.51	1.76	0.88	0.4	3.52
Poss.	15.02	15.56	21.68	3.41	7.96	20.28
VS	221.97	220.29	3929.91	39.5	140.81	301
VF	85.77	83.19	675.75	17.15	51.96	112.33
VO	28.61	28.11	96.6	7.31	16.47	42.44
VP	58.63	56.85	397.6	13.97	33.5	86.05
VA	48.53	46.7	206.98	10.53	31.57	69.68

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	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Sk.	Ku
SES	24.67	23.71	59.72	4.75	16	36.9	0.05	0.23
Caste	1.07	0.61	0.06	0.23	0.14	0.92	.23	0.29
Edu.	2.71	2.44	1.45	0.91	0.23	3.46	0.56	0.28
Occu.	2.78	2.88	0.97	0.98	1.01	4.69	-0.31	0.27
Income	3.06	2.92	1.02	1.69	1.72	4.85	0.41	0.59
SP.	1.44	1.8	1.22	1.53	0.36	3.35	-0.89	0.55
Poss.	13.97	13.58	37.25	4.29	5.93	22.9	0.03	0.25
VS	235.58	233.83	2965.80	34.38	154.25	290.5	0.00	0.25
VF	86.89	88.5	423.07	16.67	56.5	114	-0.01	0.29
VC	28.83	28.63	77.08	6.43	17.5	40	0.01	0.29
VP	58.56	57.77	299	13.34	34.21	81.83	0.01	0.28
VA	51.06	51.5	180.25	10.56	33.39	68.21	-0.01	0.30

Table - 20

Descriptive Statistics of B.Sc. II (W.S.) Data.

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Sk.	Ku.
SES	30	29.25	36	4.84	21.75	38.63	0.06	0.29
Caste	1.02	0.53	0.06	0.25	0.11	0.91	24.5	0.31
Edu.	3.58	2.88	0.93	0.75	2.05	3.63	2.26	0.47
Occu.	2.83	2.67	1.96	1.18	0.93	5	0.24	0.29
Income	3.17	3	0.89	0.88	1.8	4.9	0.57	0.28
SP.	2.5	2.2	3	1.25	0.6	4.9	0.3	0.29
Poss.	17.67	18	18.22	8.12	11.33	23.63	-0.05	0.66
VS	226.4	219.25	7313.83	54.69	113	313	0.00	0.26
VF	87.93	78	1411.70	21.88	43	115.5	0.02	0.30
VC	25	24.25	122.67	8.44	9.25	41.75	0.02	0.26
VP	59.2	58	547.27	16.66	32.17	88	0.01	0.3
VA	48.17	48.83	246.22	13.54	25.5	68.83	-0.01	0.31

SES	26.33	26.75	5.56	2.19	22	29.75	-0.23	0.28
Caste	1.08	0.63	0.06	0.22	0.15	1.35	22.5	0.18
Edu.	3.02	2.5	1.87	0.75	0.3	0.9	0.83	1.25
Occu.	3.08	2.63	0.06	0.22	2.15	2.93	22.5	0.28
Income	3.5	3.5	1	1	1.9	5.1	0	0.31
SP.	1.5	2	1	0.75	0.4	3.1	-1.5	0.28
Poss.	13.83	13.83	11.81	2.71	8.5	19	0	0.26
VS	350.66	263	7445.23	9.38	215.5	310.5	0.04	0.1
VF	119	87.17	1478	11.67	66.5	114.5	0.06	0.24
VG	32.17	32.5	3.47	1.5	28.5	52.5	-0.29	0.06
VF	80.5	80.5	25	5	72.5	88.5	0	0.31
VA	68.08	55.5	200.77	3.75	46.5	74.5	0.19	0.13

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Sk.	Ku.
SES	22.68	27.32	40.37	4.85	17.3	34.6	0.05	0.28
Caste	0.87	0.33	0.05	0.17	0.07	79	32.4	0.00
Edu.	2.66	2.33	1.51	0.99	0.24	3.62	0.66	0.29
Occu.	2.92	3.09	0.82	0.79	1.19	4.22	-0.62	0.26
Income	3.08	2.94	1.03	0.87	1.72	4.87	0.41	0.28
SP.	2.13	2.09	2.08	0.93	0.54	4.41	0.06	0.54
Poss	17.13	15.14	25.55	3.4	8.67	20.83	0.23	0.28
VS	224.21	194.25	5428.33	49.22	129.5	289.25	0.02	0.31
VF	90.67	77.17	682.01	18.86	51.64	108.9	0.05	0.33
VC	25.76	26.13	119.34	7.5	10.17	42	-0.01	0.24
VF	56.96	52.5	449.56	16.77	31.5	78.5	0.03	0.36
VA	47.08	44.5	249.66	11.95	19.83	68.9	0.03	0.24

	Mean	Median	S.D.	Q	P ₁₀	P ₉₀	Sk.	Ku.
SES	28.38	28	17.16	2.32	22.67	34.75	0.07	0.19
Caste	0.90	0.36	0.05	0.21	0.07	0.84	32.4	0.27
Edu.	3.48	2.88	3.01	1.11	0.22	3.85	0.6	0.31
Occu.	2.58	2.64	0.99	1	0.93	4.13	-0.18	0.31
Income	3.12	2.94	0.85	0.83	1.79	4.85	0.64	0.27
SP.	1.88	1.4	2.09	1.21	0.43	4.2	0.69	0.32
Poss	16.85	17.25	4.44	1.63	12.67	19.85	-0.27	0.23
VS	236.08	216.13	2034.07	37.5	178	296.75	0.03	0.32
VF	94.42	83.5	359.90	7.67	67	117.5	0.09	0.15
VC	31.08	31.75	125.08	9.38	16.25	47.25	-0.02	0.3
VP	64.38	52.17	295.26	16.04	42.67	86.17	0.12	0.37
VA	52.42	53.83	113.61	9.38	37	67.25	-0.04	0.31

Decriptive Statistics

	Mean	Median	S.D.
SES	28.57	30.5	88.71
Caste	0.89	0.35	0.05
Edu.	2.89	2.67	1.61
Occu.	2.79	2.94	0.43
Income	2.79	2.67	0.49
SP.	2.36	2.36	1.98
Poss.	15.71	16.75	35.69
VS	259.5	225.5	4324.71
VF	87.32	80.5	347.72
VG	26.93	25.5	61.35
VP	74.14	58.5	433.37
VA	51.93	50.5	122.96

Table - 24

of M.Com. II (W.S) Data.

Q	P ₁₀	P ₉₀	Sk.	Ku.
6.13	12.83	36.1	-0.07	0.26
0.19	0.07	0.83	32.4	0.25
1.13	0.85	3.77	0.41	0.34
0.91	1.06	4.17	-1.05	0.29
0.59	1.73	4.1	0.73	0.25
0.81	0.7	4.57	0	0.21
2.97	4	20.25	-0.09	0.18
28.13	178	315.5	0.02	0.20
11.63	64.5	103.5	0.06	0.3
6.56	17.25	38.5	0.07	0.31
7.29	45.17	96.5	0.11	0.14
7.88	37.5	68.5	0.03	0.25

	Mean	Median	S.D	Q	P ₁₀	P ₉₀	Sk.	Ku.
SES	25.78	25.68	38.40	4.34	17.44	35	0.01	0.25
Caste	1.03	0.55	0.06	0.25	0.11	0.91	24	0.31
Edu.	2.52	2.25	1.43	1.05	0.25	3.46	0.57	0.33
Occu.	2.92	3.04	1.18	0.92	1.1	4.32	-0.31	0.29
Income	2.72	2.63	0.40	0.14	1.72	3.7	0.68	0.07
SP.	1.12	1.41	1.03	0.55	0.28	2.92	-0.84	0.21
Poss.	15.22	15.34	19.51	3.52	8.71	21	-0.02	0.29
VS	219.11	213	3476.54	45.37	152.06	308	0.01	0.29
VF	82.39	81.33	585.88	18.54	48.83	114.25	0.01	0.28
VG	27.11	27.44	101.43	7.33	14.25	40.08	-0.01	0.28
VP	60.61	59.88	205.78	16.43	31.75	87.38	0.01	0.3
VA	47.42	47.32	172.84	10.23	30.95	66.33	0.01	0.29

	Mean	Median	S.D	Q	P ₁₀	P ₉₀	Sk.	Ku.
SES	28.14	28.63	53.75	3.81	18.5	34.64	-0.03	0.24
Caste	1	0.5	0.06	0.25	0.1	0.9	0.25	0.31
Edu.	2.95	2.42	1.73	0.99	0.28	3.6	0.92	0.28
Occu.	2.77	2.93	0.93	0.92	1.05	3.57	-0.52	0.37
Income	3.05	1.88	0.79	0.74	1.78	4.77	4.44	0.25
SP	2.41	2.42	1.63	0.85	0.86	4.4	-0.02	0.24
POSS	15.73	16.65	17.56	2.68	10.67	20.04	-0.16	0.29
VS	240.91	219.25	6374.76	31.56	140.5	295.5	0.01	0.20
VF	88.07	85.5	945.14	16.46	56.5	110	0.01	0.31
VC	28.68	29.25	87.03	8.56	15.75	41.83	-0.02	0.33
VP	61.91	53.36	586.43	19.5	34.5	88.5	0.04	0.36
VA	49.59	50.5	205.99	11.08	30.9	69.83	-0.01	0.28

APPENDIX - D

Table - 1

Sample of Weaker Sections of Society Students in 2 x 3 Design Cells Class and SES Wise.

Class	SES	Belongingness to Weaker Sections			Total
		SC	ST	BC	
B.A. II	HSES	1	3	4	08
L.L.B. III	HSES	3	1	4	08
L.L.B. III	LSES	8	1	5	14
B.Sc. II	LSES	6	1	2	09
M.A. II	HSES	5	1	5	11
M.A. II	LSES	23	1	3	27
M.Sc. II	HSES	1	0	2	03
M.Sc. II	LSES	8	0	2	10
M.Com. II	HSES	4	0	2	06
M.Com. II	LSES	6	1	1	08

Note : HSES : High SES

LSES : Low SES

National